

EC-3 Core Subjects Standards DRAFT

1. **Child Development***: The beginning teacher uses their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child
 - a. Knowing and understanding young children’s characteristics and needs, from birth through age 8
 - b. Knowing and understanding the multiple influences on early development and learning
 - c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
2. **English Language Arts and Reading**: The beginning teacher demonstrates understanding of Grade K through Grade 5 English Language Arts and Reading TEKS, with an emphasis on Grades K-3, and Emergent Early Literacy Prekindergarten Guidelines and applies knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills
3. **Mathematics**: The beginning teacher demonstrates understanding of Grade K through Grade 5 Mathematics TEKS, with an emphasis on Grades K-3, and Mathematics Prekindergarten Guidelines and applies knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills
4. **Science**: The beginning teacher demonstrates understanding of Grade K through Grade 5 Science TEKS, with an emphasis on Grades K-3, and Science Prekindergarten Guidelines and applies knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills
5. **Social Studies**: The beginning teacher demonstrates understanding of Grade K through Grade 5 Social Studies TEKS, with an emphasis on Grades K-3, and Social Studies Prekindergarten Guidelines and applies knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills
6. **Fine Arts including Theatre, Art, and Music**: The beginning teacher demonstrates understanding of Grade K through Grade 5 Theatre, Art, and Music TEKS, with an emphasis on Grades K-3, and Fine Arts Prekindergarten Guidelines and applies knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills
7. **Health**: The beginning teacher demonstrates understanding of Grade K through Grade 5 Health TEKS, with an emphasis on Grades K-3, and Physical Development Prekindergarten Guidelines and applies knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills
8. **Physical Education**: The beginning teacher demonstrates understanding of Grade K through Grade 5 Physical Education TEKS, with an emphasis on Grades K-3, and Physical Development Prekindergarten Guidelines and applies knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills

*NAEYC Standards for Early Childhood Professional Preparation Standard 1: Promoting Child Development and Learning adopted for EC-3 Content Standards Child Development Domain

Science of Teaching Reading Standards DRAFT

1. **Reading Development:** The teacher demonstrates understanding of Grade K through Grade 5 TEKS and Prekindergarten Guidelines pertaining to reading and applies knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:
 - a. Oral language development
 - b. Print awareness
 - c. Phonological and phonemic awareness
 - d. Phonics
 - e. Fluency
 - f. Vocabulary development
 - g. Comprehension of literary text
 - h. Comprehension of informational text
 - i. Beginning reading strategies and reading comprehension skills

2. **Reading Pedagogy:** The teacher demonstrates understanding of the principles of reading instruction and assessment and uses a range of instructional strategies and assessment methods to promote students' development of foundational reading skills.
 - a. Implements both formal and informal methods of measuring student progress in early reading development
 - b. Designs and executes developmentally appropriate, standards-driven instruction that reflect evidence-based best practices
 - c. Acquires, analyzes, and uses background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English Learners

Prioritized PPR Standards EC-3

Instructional Planning and Delivery

1. 1Ai: Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes
2. 1Aii: Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement
3. 1Aiii: Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities
4. 1Bi: Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn
5. 1Ci: Teachers differentiate instruction, aligning methods and techniques to diverse student needs including acceleration, remediation and implementation of individual education plans
6. 1Cii: Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning
7. 1Ciii: Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts
8. 1Di: 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
9. 1Diii: Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals
10. 1Ei: Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems
11. 1Eii: Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving
12. 1Fi: Teachers monitor and assess students' progress to ensure that their lessons meet students' needs
13. 1Fii: Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts
14. 1Fiii: Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement

Knowledge of Student and Student Learning

1. 2Aii: Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets
2. 2Bi: Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts
3. 2Bii: Teachers understand that unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources
4. 2Biii: Teachers understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible
5. 2Ci: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills
6. 2Cii: Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas

Content Knowledge and Expertise

1. 3Ai: 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
2. 3Aii: 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
3. 3Aiii: Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline
4. 3Bi: Teachers organize curriculum to facilitate student understanding of the subject matter
5. 3Bii: Teachers understand, actively anticipate and adapt instruction to address common misunderstandings and preconceptions

6. 3Biii: Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners
7. 3Ci: Teachers teach both the key content knowledge and the key skills of the discipline
8. 3Cii: Teachers make appropriate and authentic connections across disciplines, subjects, and students' real world experiences

Learning Environment

1. 4Ai: Teachers embrace students' backgrounds and experiences as an asset in their learning
2. 4Aii: Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students
3. 4Aiii: Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences
4. 4Bii: Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students
5. 4Ci: Teachers implement behavior management systems to maintain an environment where all students can learn effectively
6. 4Di: 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
7. 4Dii: Teachers maximize instructional time, including managing transitions
8. 4Diii: Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement
9. 4Div: 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

Data-Driven Practices

1. 5Ai: Teachers gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning
2. 5Ci: Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning
3. 5Di: Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes

Professional Practices and Responsibilities

1. 6Ai: Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement
2. 6Bi: Teachers seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development
3. 6Di: 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)
4. 6Dii: Teachers communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff
5. 6Diii: Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records