

Texas Teacher Practice Standards

Alignment Analysis: Interstate Teacher Assessment and Support Consortium (InTASC)

As one component of its review process, GTL conducted an alignment analysis of the draft Texas teacher practice standards with the NBPTS teaching propositions and InTASC Model Core Teaching Standards. Please note that because the specificity of the text across the documents varied, the alignment is an approximation and should not be construed to mean that every element of the NBPTS or InTASC documents is present in the Texas standards. In addition, this alignment was conducted solely to provide formative feedback to the Texas standards drafting committee during the drafting process and should not be construed as an endorsement by GTL of alignment to the final Texas standards.

InTASC		Texas Teacher Practice Standards					
The Learner and Learning	Standard 1: Learner Development	Domain 1: Instructional Planning and Delivery	Domain 2: Knowledge of Students and Student Learning	Domain 3: Content Knowledge and Expertise	Domain 4: Classroom Learning Environment	Domain 5: Data-Driven Practice	Domain 6: Professional Practices and Responsibilities
	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	1.2	2.1, 2.2, 2.3		4.1		
	Standard 2: Learning Differences	Domain 1: Instructional Planning and Delivery	Domain 2: Knowledge of Students and Student Learning	Domain 3: Content Knowledge and Expertise	Domain 4: Classroom Learning Environment	Domain 5: Data-Driven Practice	Domain 6: Professional Practices and Responsibilities
	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	1.3	2.1, 2.2, 2.3		4.1		

InTASC		Texas Teacher Practice Standards					
	Standard 3: Learning Environments	Domain 1: Instructional Planning and Delivery	Domain 2: Knowledge of Students and Student Learning	Domain 3: Content Knowledge and Expertise	Domain 4: Classroom Learning Environment	Domain 5: Data-Driven Practice	Domain 6: Professional Practices and Responsibilities
	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	1.3, 1.4, 1.6	2.3		4.1, 4.2, 4.3, 4.4		
Content	Standard 4: Content Knowledge	Domain 1: Instructional Planning and Delivery	Domain 2: Knowledge of Students and Student Learning	Domain 3: Content Knowledge and Expertise	Domain 4: Classroom Learning Environment	Domain 5: Data-Driven Practice	Domain 6: Professional Practices and Responsibilities
	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	1.2, 1.5, 1.6		3.1, 3.2, 3.3		5.2	
	Standard 5: Application of Content	Domain 1: Instructional Planning and Delivery	Domain 2: Knowledge of Students and Student Learning	Domain 3: Content Knowledge and Expertise	Domain 4: Classroom Learning Environment	Domain 5: Data-Driven Practice	Domain 6: Professional Practices and Responsibilities

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	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	1.5		3.2, 3.3			
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Instructional Practice	Standard 6: Assessment	Domain 1: Instructional Planning and Delivery	Domain 2: Knowledge of Students and Student Learning	Domain 3: Content Knowledge and Expertise	Domain 4: Classroom Learning Environment	Domain 5: Data-Driven Practice	Domain 6: Professional Practices and Responsibilities
	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.	1.6				5.1, 5.2, 5.3, 5.4	6.2
	Standard 7: Planning for Instruction	Domain 1: Instructional Planning and Delivery	Domain 2: Knowledge of Students and Student Learning	Domain 3: Content Knowledge and Expertise	Domain 4: Classroom Learning Environment	Domain 5: Data-Driven Practice	Domain 6: Professional Practices and Responsibilities
	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	1.1, 1.2, 1.3				5.1, 5.3, 5.4	

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		Domain 1: Instructional Planning and Delivery	Domain 2: Knowledge of Students and Student Learning	Domain 3: Content Knowledge and Expertise	Domain 4: Classroom Learning Environment	Domain 5: Data-Driven Practice	Domain 6: Professional Practices and Responsibilities
Professional Responsibility	Standard 8: Instructional Strategies						
	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	1.4, 1.5, 1.6				5.4	
	Standard 9: Professional Learning and Ethical Practice						
	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.			3.2, 3.3			6.1, 6.2, 6.4
	Standard 10: Leadership and Collaboration						
	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals,						6.3, 6.4

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	and community members to ensure learner growth, and to advance the profession.						

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Alignment Analysis: National Board for Professional Teaching Standards (NBPTS)

NBPTS	Texas Teacher Practice Standards					
	Domain 1: Instructional Planning and Delivery	Domain 2: Knowledge of Students and Student Learning	Domain 3: Content Knowledge and Expertise	Domain 4: Classroom Learning Environment	Domain 5: Data-Driven Practice	Domain 6: Professional Practices and Responsibilities
Proposition 1: Teachers are committed to students and their learning.						
Teachers recognize individual differences in their students and adjust their practice accordingly.	1.1,1.2,1.3	2.1,2.2,2.3	3.1 (ml has this as 3.2), 3.3	4.1,4.3	5.1-5.4	Not observed
Teachers have an understanding of how students develop and learn.	1.1,1.6,1.4	2.1,2.2	3.1,3.2	4.4	5.1-5.4	Not observed
Teachers treat students equitably.	1.4,1.5	2.1,2.3	3.1 (3.2)	4.1-4.4	5.1-5.4	6.3
Teachers' mission extends beyond developing the cognitive capacity of their students.	1.5	2.1,2.3	Not observed	Maybe SEL implied, 4.1	Not Observed	6.1,6.3

NBPTS	Texas Teacher Practice Standards					
Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.	Domain 1: Instructional Planning and Delivery	Domain 2: Knowledge of Students and Student Learning	Domain 3: Content Knowledge and Expertise	Domain 4: Classroom Learning Environment	Domain 5: Data-Driven Practice	Domain 6: Professional Practices and Responsibilities
Teachers appreciate how knowledge in their subjects is created, organized and linked to other disciplines.	1.1,1.2	Not observed	3.1,3.2,3.3	Not observed	Not observed	6.1
Teachers command specialized knowledge of how to convey a subject to students.	Not observed	2.1	3.1,3.2,3.3	Not observed	5.4	6.1,6.2
Teachers generate multiple paths to knowledge.	1.2,1.3	2.2	3.3	4.4	5.1-5.4	6.1
Proposition 3: Teachers are responsible for managing and monitoring student learning.	Domain 1: Instructional Planning and Delivery	Domain 2: Knowledge of Students and Student Learning	Domain 3: Content Knowledge and Expertise	Domain 4: Classroom Learning Environment	Domain 5: Data-Driven Practice	Domain 6: Professional Practices and Responsibilities
Teachers call on multiple methods to meet their goals.	1.3	2.2	3.3	4.3,4.4	5.1	6.1-6.4
Teachers orchestrate learning in group settings.	1.3,1.5	2.3	Implied 3.3	4.4	Implied	6.1
Teachers place a premium on student engagement.	1.2,1.5,1.6	2.1	Implied?	4.4	Implied	Not observed
Teachers regularly assess student progress.	1.4,1.6	2.2	3.1-3.3	Implied 4.1	5.1-5.4	Not observed
Teachers are mindful of their principal objectives.	1.5,1.6	2.3	3.1,3.2	4.4	5.4	6.1-6.4

NBPTS	Texas Teacher Practice Standards					
	Domain 1: Instructional Planning and Delivery	Domain 2: Knowledge of Students and Student Learning	Domain 3: Content Knowledge and Expertise	Domain 4: Classroom Learning Environment	Domain 5: Data-Driven Practice	Domain 6: Professional Practices and Responsibilities
<p>Proposition 4: Teachers think systemically about their practice and learn from experience.</p> <p>Teachers are continually making difficult choices that test their judgment.</p>	1.5	2.2,2.3	3.3	4.2,4.4	Not certain (difficult to discern based on standards)	6.1-6.4
<p>Teachers seek the advice of others and draw on education research and scholarship to improve their practice.</p>	1.2,1.3	2.2	3.1 (ml)	4.4	Not certain (difficult to discern based on standards)	6.1-6.4
<p>Proposition 5: Teachers are members of learning communities.</p>	Domain 1: Instructional Planning and Delivery	Domain 2: Knowledge of Students and Student Learning	Domain 3: Content Knowledge and Expertise	Domain 4: Classroom Learning Environment	Domain 5: Data-Driven Practice	Domain 6: Professional Practices and Responsibilities
<p>Teachers contribute to school effectiveness by collaborating with other professionals.</p>	1.2	Not observed	3.3	Implied 4.4	Implied	6.2
<p>Teachers work collaboratively with parents.</p>	Not observed	Not observed	Not observed	4.4	5.1	6.4

NBPTS	Texas Teacher Practice Standards					
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Teachers take advantage of community resources.	Not particularly specified, but maybe generally referred to	Not observed	3.3	Implied 4.4	Not observed	6.2,6.3