Content Area	Pedagogy		Level	New teacher
Course Name/Course Code	New Teacher Professional Development			

Standard	Expectations		Texas Teacher Standard
1. 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.	1.	Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.	4A
	2.	Teachers organize their classrooms in a safe and accessible manner that maximizes learning.	4B
	3.	Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.	4C
	4.	Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.	4D
2. 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,	1.	Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.	1B
	2.	Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.	1D
	3.	Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.	1E

makes appropriate use of technology, and makes learning relevant for today's learners.			
	4. Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.	1C	
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.	1. Teachers implement both formal and informal methods of measuring student progress.	5A	
	2. Teachers regularly collect, review, and analyze data to monitor student progress.	5C	
	3. Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly	5D	
	4. Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.	1F	
5. Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes	1. 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.	2C	
	2. Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning	2B	

for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.	3. Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.	3B

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Developing a Classroom Management Plan	4 weeks	1a
Managing Student Behavior	2 weeks	1b
Engaging Learners with Effective Instructional Strategies	4 weeks	2
Using Assessments to Inform Instructional Decisions	5 weeks	3
Differentiation	5 weeks	4

Unit Title	Developing a Classroom Management Plan		Length of Unit	4 weeks
Focusing Lens(es)	Establishing routines Communicating expectations	**Standards**	1D 4A 4B 4C 4D	
Inquiry Questions (Engaging-Debatable):	• What does a well-managed classroom look like? • What routines can you establish at the beginning and ending of a class period? • How will you communicate classroom expectations?			
Unit Justification	Communicating expectations and establishing routines will create a well-managed classroom.			
Concepts	**In content:**	**In reading:**		**In writing:**
	Expectations, routines, communication, anchor charts	Respect, prepared, Follow directions, Ask questions, Engage with learning		Concise, clear, general, routine map

Generalizations Teachers will **Understand** that…	**Guiding Questions**	
	Factual	**Conceptual**
Establishing routines requires clear communication, consistency, and practice. (4B / 4C)	What should your students be doing in the following situations: • Finish an assignment • Have a question/answer • Need to use the restroom • Did not complete a homework assignment • Enter the class/leave the class • At the beginning of class • Retrieving classroom materials How will you communicate routines? What will you do if a student does not follow the routine?	How are habits and routines formed?
Expectations need to be clearly defined, general, and concise in order to establish a safe classroom	What are your four biggest behavioral concerns? How can you communicate all of your expectations in 4-	How are expectations established? Should students be punished for behavior that does not

environment. (4A / 4D)	10 words? How will you define these expectations for your students?	violate the teacher's expectations?

Critical Content: Teachers will **Know**…	Key Skills: Teachers will be able to **(Do)**…
• Content needed to develop a classroom management plan (4A, 4B, 4C, 4D) • Criteria for creating classroom expectations (4B, 4C) • Process for establish and maintaining classroom routines (4C) • Situations in which routines will need to be established (4C) • Expectations will need to be defined for students (4A, 4B, 4C) • Expectations may need to be iterated (4C) • Expectations should allow for a grey area in order to be accessible to all (4A)	• Create a classroom management plan (4A, 4B, 4C, 4D) • Establish clear and concise expectations (4C) • Establish a plan to communicate expectations (4C) • Craft a list of routines (4B, 4C) • Establish a plan to communicate and reinforce routines (4C, 4A) • Maximize learning by minimizing classroom disruptions (4D) • Maintain a safe classroom environment (4A)

Evidence	*Classroom management plan meets success criteria.*

Unit Title	Managing Student Behavior		Length of Unit	2 Weeks
Focusing Lens(es)	Building relationships Consistency	**Standards**	4A 4B 4C	4D 1D
Inquiry Questions (Engaging-Debatable):	• Should students be punished every time they do not meet a teacher's classroom expectation? • How do you manage students who persistently challenge the routines and expectations?			
Unit Justification	Managing a classroom is about building relationships and being consistent.			

Concepts	In content:	In reading:	In writing:
	Building relationships, active listening, consistency, redirection, nonverbal cues, proximity, preferential seating, open-ended questions, problem-solving	Emotional Intelligence	Use "I" statements, factual statements, problem-solving

Generalizations Teachers will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Building and maintaining positive relationships with students relies on open-communication, active listening, and consistency. (4A, 4B, 4D, 1D)	What are the five steps to active listening? How can you create an environment of open-communication? What is your process for handling student misbehavior?	Can you build a relationship with all students using the same techniques? Why is it important to create an environment of open-communication in a classroom setting? How can you avoid having classroom management issues?
Teachers must understand why a student is persistently displaying inappropriate behavior in order to alter the student's conduct. (4A, 4D, 1D)	What steps will you take to address a student who persistently displays inappropriate behavior?	Why might a student be persistently misbehaving?
Classroom expectations and routines are maintained through communication and consistency. (4B, 4B, 4D)	How do you establish routines and habits? How do you consistently communicate expectations?	Can you punish a student who does not know the expectations? What message do you convey to your students when you don't follow through with your expectations consistently?

Critical Content: Teachers will **Know**…	Key Skills: Teachers will be able to **(Do)**…
• How to use proximity, non-verbal cues, and preferential seating to curb inappropriate behavior (4C, 4D) • Understand the elements of active listening (1D, 4A) • Understand how to use open-ended questions to learn the root cause of a student's inappropriate behavior (1D, 4A) • Examples of open-ended questions and active listening techniques (1D, 4A) • The definition of a well-managed classroom where mutual respect and understanding has been established (4A, 4B, 4C, 4D) • Understand the importance of maintaining the facts and remaining calm in a conflict with a student (4A) • Examples of "I" statements (4A, 1D)	• Use proximity, non-verbal cues, and preferential seating to curb inappropriate behavior. (4C, 4D) • Ask open-ended questions and use active listening techniques to understand the root cause of a student's inappropriate behavior. (4A, 1D) • Reinforce classroom expectations and routines through consistency. (4C) • All procedures, routines and transitions are clear and efficient. (4C) • Students actively participate in groups, manage supplies and equipment with very limited teacher direction. (4C) • The classroom is safe and organized to support learning objectives and is accessible to most students. (4B, 4D) • Most students meet expected classroom behavior standards. (4A)

Evidence	*Walkthroughs*

Unit Title	Engaging Learners with Effective Instructional Strategies	Length of Unit	4 weeks
Focusing Lens(es)	Student engagement Instructional strategies Learning Target Learning Task Success Criteria	**Standards**	1A 1B 1D 1E

Inquiry Questions (Engaging-Debatable):	• What does student engagement look like? • What is an example of a lesson where students are engaged but not learning? • How do you choose an effective instructional strategy?
Unit Justification	Instruction should be engaging and based on the learning target and success criteria.

Concepts	In content:	In reading:	In writing:
	Engagement, instructional strategies, learning target, learning task, success criteria, TEKS, best-practice, alignment, Bloom's Taxonomy, Depth of Knowledge	Instructional strategies	Instructional strategies

Generalizations Teachers will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Instruction needs to be aligned with the learning target and success criteria. (1A, 1B)	What does it mean to say that a lesson is in alignment? What happens when a lesson is misaligned?	Why is backwards planning important?
It is the teacher's responsibility to incorporate instructional strategies that engage students in the learning. (1D, 1E)	What instructional strategies can you incorporate in your lessons?	What is the most common cause of apathy and inappropriate behavior? What happens when students disengage from the lesson? What does an engaging lesson look like?
Student engagement means that all students are actively participating in the learning. (4D, 1A, 1B, 1C, 1D)	Define: student engagement What are some signs that students are not engaged in the learning?	Imagine a classroom where all students are engaged in the learning. What does it look like?

The purpose of an instructional strategy is to increase student learning. (1A, 1B, 1C, 1D)	How will you determine which instructional strategies to use in your lessons?	Why is it important to incorporate instructional strategies into your lessons?

Critical Content: Teachers will **Know**…	**Key Skills:** Teachers will be able to **(Do)**…
- Instructional strategies to increase student engagement (1A, 1B, 1D, 1E) - The difference between an engaged learner and an unengaged learner (1D) - Definition of a learning target, task, and success criteria (1A, 1B) - Whether a learning target and task are aligned 1A, 1B) - How to identify the DOK and Bloom's Taxonomy for a learning target, task, and success criteria (1A, 1B) - The process employed to choose an effective instructional strategy (1A, 1B, 1D, 1D)	- Use effective instructional strategies to increase student learning (1A, 1B, 1D, 1E) - Questions that encourage all students to engage in complex, higher-order thinking. (1E) - Activities, resources, technology and instructional materials that are all aligned to instructional purposes. (1A) - Explain the process employed to choose an instructional strategy and evaluate its effectiveness (1A, 1B, 1D, 1E)

Evidence	Walkthroughs, submitted lesson plans

Unit Title	Differentiation		Length of Unit	5 weeks

Focusing Lens(es)	Differentiation Scaffolding Culture and identify Equity	Standards	1C 1F 2A 2B 2C	3C 4A 5A 5C 5D
Inquiry Questions (Engaging-Debatable):	• What is the difference between equity and equality? • How can we ensure all students learn?			
Unit Justification	Differentiating content, process, environment, and product to ensure all students learn.			

Concepts	In content:	In reading:	In writing:
	Differentiating content, process, environment, product, learning target, task, success criteria, assessment, instructional activities and strategies, learned helplessness	Learning task, target, and success criteria, differentiation	Differentiating content, process, environment, and product

Generalizations Teachers will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Every student is unique and requires an equitable education in order to be successful. (1C, 2A, 3C)	What is the difference between fair and equal? Define equity in your own words.	Why should we provide students with an education that is equitable, not equal?
Differentiation is when a teacher tailors instructional content, process, product, and/or environment to meet the needs of all students. (1C, 1F, 2A, 3C, 5D)	How do you differentiate content, process, product, and environment to meet the needs of all students? Define differentiation.	How can we help students reach his/her full learning potential?
Classroom management issues occur when instruction is too easy or too challenging for student(s). (2B, 2C, 4A, 5C)	What is learned helplessness and how can instruction support a student who is helpless? How can you tell if a student has given up? How can you tell if your lesson is too easy?	How can differentiated instruction support classroom management issues?

Critical Content: Teachers will **Know**…	Key Skills: Teachers will be able to **(Do)**…
• Criteria for evaluating whether a lesson is using differentiation (1C, 2C, 2A, 3C, 4A) • Criteria for differentiating content, process, product, and environment (1C, 2C, 2A, 3C, 4A) • Students cultural, familial, and social background should be represented in instruction (2B) • Learned helplessness and inappropriate behavior occur when a lesson is too easy/too difficult (5C, 5D) • Signs that show a student has become disengaged with the learning (1F, 4A, 5C, 5D) • The difference between equality and equity (1C, 2C, 2A, 3C, 4A) • Differentiation is a part of our mission and vision	• Adapt lessons to address the individual needs of all students (1C, 2C, 2A, 3C, 4A) • Regularly monitors the quality of student participation and performance. (1F, 5A, 5C, 5D) • Provides differentiated instructional methods, content, and environment to ensure students have the opportunity to master what is being taught. (1C, 2C, 2A, 3C) • Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs. (1F, 4A, 5C, 5D) • Adapts lessons to address all students' cultural identities. (2B)

Evaluation	Lesson plan evaluation, walkthroughs

New Teacher Lunch and Learn
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Unit Title	Using Assessments to Inform Instructional Decisions		Length of Unit	5 weeks
Focusing Lens(es)	Formative vs. Summative Data-driven best-practice	**Standards**	5A 5B 5C 5D	
Inquiry Questions (Engaging-Debatable):	• How do you know if your students know what they need to know? • What is the purpose of an assessment?			
Unit Justification	Assessments guide instruction.			
Concepts	**In content:**	**In reading:**		**In writing:**
	Formative assessments, informal assessments, formal assessments, summative assessments, data-driven best-practice, agility, reflection, exit tickets, growth mindset, success criteria	Self-assessment, alignment, learning target, task, success criteria		Formative assessment, informal assessment

Generalizations Teachers will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Assessments should be used throughout the lesson to evaluate instruction effectiveness. (5A, 5D)	How can you use formative assessments and informal assessments to evaluate instruction effectiveness?	How do you know instruction is effective?
Assessments should be used to adjust instruction and schedule. (5C)	How often should you assess student learning?	What do you do if students do not understand the content you covered?
Success criteria needs to be communicated to students and parents (5B)	How do you communicate the success criteria to parents and students?	Why should students and parents be aware of the success criteria?

Critical Content: Teachers will **Know**…	Key Skills: Teachers will be able to (**Do**)…
• The difference between a summative and a formative assessment (5C, 5D) • The difference between a formal and informal assessment (5A) • Appropriate times to use informal and formal assessments (5A, 5C) • Whether the success criteria is aligned with the learning target and task (5B) • Signs that a student is no longer engaged with the learning (5C) • Assessment strategies to incorporate into a lesson (5C, 5D) • Tools the school offers to aid in data analysis of complex assessments (5C, 5D) • Strategies to adjust lessons when students are not learning (5D) • The purpose of an applied project (5D)	• Consistently invites input from students in order to monitor and adjust instruction and activities. (5C, 5D) • Assessments are aligned with learning goals and communicated to students and parents. (5B) • Adjusts instruction and activities to maintain student engagement. (5C, 5D) • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. (5A) • Addresses student mistakes and follows through to ensure student mastery. (5C, 5A) • Formal and informal assessments to monitor progress of all students. (5A) • Analysis of student data connected to specific instructional strategies. (5D)

Evaluation:	Evaluate submitted lesson plans and assessments, walkthroughs