

The following definitions explain frequent terms from the Effective District Framework.

Educator Pathway

The steps an aspiring educator can take as early as high school education and training courses to then become a teacher of record and then, if they choose, to become a teacher, school, or district leader.

Educator Pipeline

How an educator is prepared before they become a teacher of record, including experiences like education and training courses, apprenticeship, clinical student teaching, and teacher residencies.

Evidence-Based

Instructional techniques, strategies, and programs that are supported by high-quality research demonstrating meaningful effects on student outcomes.

High-Quality Instructional Material (HQIM)

Curricular resources designed to ensure full coverage of the Texas Essential Knowledge and Skills (TEKS). They are aligned with evidence-based best practices in the relevant content areas of reading language arts (RLA), math, science, and social studies. HQIM supports all learners, including students with disabilities, English Learners, and students identified as gifted and talented. These materials enable frequent progress monitoring through embedded and aligned assessments and include implementation supports for teachers, providing both teacher and student-facing lesson-level materials.

Human Capital

The value of the skills and knowledge of individuals within an organization.

Instructional Framework

Encompasses a clear vision for instruction in a specific content area, supported by compelling belief statements that drive that vision. It outlines concrete actions for students, teachers, leaders, and families, all while being grounded in Research-Based Instructional Strategies (RBIS) and the commitment to ensuring that all students have access to grade-level instruction.

Instructional Materials

Any medium or a combination of media that convey the Texas Essential Knowledge and Skills (TEKS) of a subject in the public-school curriculum to a student, including materials such as lesson plans or grading rubrics.

Job-Embedded Supports

Any type of structured professional learning, planning, or coaching that a teacher engages in that was pre-planned and based on the Open-Ended Response (OER) instructional materials.

Multi-Tiered System of Support (MTSS)

An integrated framework for the systemic alignment of evidence-based prevention and intervention practices to support all the needs of all students. Taking a whole child approach, multi-tiered system of support (MTSS) seeks to support the academic, behavior, mental health and wellness of all learners. When MTSS is implemented effectively, it can provide students with the supports needed to progress towards academic and non-academic goals. An integrated MTSS approach encompasses various other systems, such as response to intervention (RTI), positive behavioral interventions and supports (PBIS), school mental health (SMH), and other supports for early intervention and prevention.

Problem-Solving Team (PST)

Multi-tiered System of Support (MTSS) problem-solving teams consist of a core group of campus-based educators (e.g., administrator/team leader, data manager, and subject matter specialist) who meet regularly to review student data (e.g. universal screening, diagnostics, progress monitoring), evaluate student response to instruction and intervention, and make informed data-based decisions including designating students for types and tiers of intervention. These teams follow a problem-solving cycle to identify goals, analyze problems, develop, implement plans, and evaluate responses. These teams analyze data and problem solve at the school, grade, classroom, and student levels.

Performance Management

A routine, cyclical, systematic, continuous process of identifying, measuring, and reflecting on the qualitative and quantitative data of implementation of key initiatives aligned to the priorities and goals of the organization.

Professional Learning Communities (PLC)

Highly structured and facilitator-led job-embedded professional development opportunities in which teachers work collaboratively to internalize lessons, practice research-based instructional strategies, and make data-driven decisions about instructional materials with the goal of increasing student outcomes.

Project Management

The practice of planning, organizing and executing tasks to create a product, service, or deliverable (Project Management Institute, PMI).

Quality Seats

A designated space for a student at an A or B campus/school, specifically within the System of Great Schools (SGS).

Research-Based

Instructional techniques, strategies, and programs that are based on the best research available in the field, therefore they have a strong scientific basis. However, they have not been researched in a controlled setting.

Research-Based instructional strategies (RBIS)

Research-Based Instructional Strategies (RBIS) refers to a set of research-based practices that highlights

common misconceptions in the field. These strategies focus on topics that require conceptual or philosophical changes in approach to instruction. They are a set of practices supported by research and should be present in classrooms regardless of instructional materials and include the science of how students best learn math and reading in K-12.

Special Populations

Students with diverse learning needs who may require support, special consideration, and attention to overcome barriers in their opportunities for access and success in an educational setting. In this framework, special populations includes students for whom district staff proactively and intently embed the consideration of individual student learning needs into instructional planning and delivery. Special populations includes, but is not limited to, students who are identified: a) as emergent bilingual; b) as gifted and talented; c) with a disability and who receive protections under Section 504 of the Rehabilitation Act of 1973 or receive special education and related services in accordance with the Individuals with Disabilities Education Act (IDEA); d) as highly mobile, which could include students who are dependents of military personnel or who are military connected, students who are in foster care, and students who experience homelessness; and e) as at-risk, either in accordance with state law or who are locally identified.

Strategic Compensation

Strategic compensation in the form of performance-based pay, multiple pathways to advancement for classroom teachers, and competitive pay to attract experienced, effective teachers and principals to low-performing, hard-to-staff schools and/or content areas are all aligned with Texas Education Agency's strategic priority #1: recruit, support, and retain teachers and principals.

Student Support Team (SST)

A Student Support Team (SST) is a collaborative group of school professionals who work together regularly to assist students to succeed academically, socially, and behaviorally. SSTs use a data-driven approach to identify and address student's needs.

Tier 1, Tier 2, and Tier 3 Supports

In a multi-tiered system of supports (MTSS) model, there are three levels of support. Tier 1 includes high-quality, classroom-wide instruction and support for all students. Tier 2 provides targeted support to address student's gaps in skills. Tier 3 involves intensive support, typically delivered more frequently and in smaller groups.

Threat Assessment

The threat assessment process is designed to preserve a safe school environment that promotes the physical and psychological safety of all members of the school community. The Texas Education Agency (TEA) has coordinated with the Texas School Safety Center to develop guidance and resources to establish a comprehensive threat assessment model.

Universal Screener

A reliable and valid screening tool given to all students and used to identify students who may be at risk for academic or behavioral difficulties.