

Item 13: COVER PAGE

Type of Agenda Board Item:

- Discussion Only:** TEA staff will present board items with an update, potential future items, and/or seek SBEC direction on potential future board action items. TEA staff will draft future action items from the board's discussion and direction.
- ✓ **Board Action:** SBEC members will take action on the agenda item and the effective date will be immediately upon board approval.

Summary:

At the March 3, 2017 meeting, the SBEC directed TEA staff to provide the Board with a comprehensive plan that included stakeholder input for the current educator certificate structure. At the June 9, 2017 meeting, the SBEC discussed the educator certification structure redesign framework that included an action plan and timeline to begin the important work. TEA staff has obtained stakeholder input on the enclosed plan this item allows the Board to adopt the plan which will inform the work of the staff and allow the Board to track the progress and next steps of the redesign plan.

Statutory Authority:

All of the relevant statutes, if applicable, pertaining to this item are listed for you on the agenda title page and the entire statutory language is on Attachment I. This is always helpful in referencing the law the TEA staff was working under when preparing this item.

TEA Staff Recommendation:

To approve the Educator Certification Structure Redesign Framework as presented.

Relevant SBEC Core Principles:

- *We believe well-prepared educators are essential.*
- *We believe high certification standards measured by rigorous and reliable assessments are essential.*
- *We believe student success is primary, and we must ensure the safety and welfare of Texas school children.*
- *We believe stakeholder input is essential, and we are accountable to all Texas stakeholders.*
- *We believe we must continually improve our policies and processes in response to changing needs.*
- *We believe we must ensure consistency and effectiveness among educator preparation programs.*

Item 13:

Consider and Take Action on Educator Certification Structure Redesign Framework

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss and approve the Educator Certification Structure Redesign Framework. The proposed grade bands, timeline, and action plan will serve as the road map for staff's work in implementing the changes to guide upcoming work and SBEC action.

STATUTORY AUTHORITY: The statutory authority for the classroom teacher class certificate structure is Texas Education Code (TEC), §§21.003(a), 21.031(a)(b), and 21.041(b)(1)-(5).

BACKGROUND INFORMATION AND JUSTIFICATION: SBEC is statutorily authorized to regulate and oversee all aspects of the certification of public school educators. SBEC is also statutorily authorized to ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse population of this state.

At the March 3, 2017 SBEC meeting, the Board directed Texas Education Agency (TEA) staff to review the current educator certificate structure and develop a comprehensive plan with stakeholder input for the Board's consideration. At the June 9, 2017 SBEC meeting, TEA staff presented an Educator Certification Structure Redesign Framework for the classroom teacher class of certificates as part of that comprehensive plan. This item provides the SBEC with an opportunity to approve that plan that includes the proposed grade bands, timeline, and action plan as reflected in Attachment II. The plan will serve as the road map for staff's work in implementing the changes to guide upcoming work and SBEC action.

The prioritized standards development work includes the following five areas:

- Early Childhood through Grade 3: Certificate and Supplemental
- Science of Teaching Reading for Elementary Grades
- Pedagogy and Professional Responsibilities, Early Childhood through Grade 3
- Pedagogy and Professional Responsibilities, Grades 4 through Grade 8
- Pedagogy and Professional Responsibilities, Grades 7 through Grade 12

Establishing standards in these areas first establishes a solid foundation for the entire redesign process. The return to grade-banded pedagogy tests will allow certification candidates to further demonstrate their ability to successfully deliver content instruction, manage the classroom, accurately identify and proactively respond to the needs of all learners, design meaningful and effective lessons and other learning opportunities, and maintain professional and ethical behavior in their roles as classroom leader.

Once these first five sets of standards are developed and approved by the SBEC, TEA staff will review the remaining classroom standards for Grades 4 through Grade 8, Grades 6 through Grade 12, Grades 7 through Grade 12, and Early Childhood through Grade 12, and anticipates returning to the Board with a proposal to adopt into rule the use of the Texas Essential

Knowledge and Skills (TEKS) where applicable and appropriate, to serve as the content standards for classroom teacher certificates. This transition over the next few years will allow one set of knowledge and skills to be utilized to ensure that all individuals obtaining a classroom teacher certificate can demonstrate the knowledge and skills expected from the students they are certified to teach. Utilizing the TEKS as the content classroom teacher standards will also ensure that the content upon which certification tests are developed and educator preparation programs are designed remains current and can easily be changed to align with student expectations.

PUBLIC AND STUDENT BENEFIT: A redesign of the certificate structure will ensure educator preparation programs, school districts, and candidates for certification have a clear pathway toward preparation, testing, and certification in the content and grade level of their area of specialization. Educator preparation programs will be able to intensely focus the design of their course of study to ensure that candidates for certification gain the knowledge and skills necessary to effectively lead our classrooms, differentiate instruction in critical content areas, and provide children with a solid foundation that will lead to long term success in school and beyond.

ASSOCIATE COMMISSIONER'S RECOMMENDATION: I recommend that the State Board for Educator Certification:

Approve the Educator Certification Structure Redesign Framework as presented.

Staff Members Responsible: Christie Pogue, SBEC Manager
Educator Leadership and Quality

Grace Wu, Project Manager
Educator Support

Attachments: I. Statutory Citations
II. Educator Certification Structure Redesign Framework

ATTACHMENT I**Statutory Citations Related to Classroom Teacher Certificate Structure and Appointment of Advisory Committees****Texas Education Code, §21.003, Certification Required (excerpt):**

- (a) A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.

Texas Education Code, §21.031, Purpose:

- (a) The State Board for Educator Certification is established to recognize public school educators as professionals and to grant educators the authority to govern the standards of their profession. The board shall regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators.
- (b) In proposing rules under this subchapter, the board shall ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.

Texas Education Code, §21.041. Rules; Fees (excerpts):

- (b) The board shall propose rules that:
 - (1) provide for the regulation of educators and the general administration of this subchapter in a manner consistent with this subchapter;
 - (4) specify the requirements for the issuance and renewal of an educator certificate;
 - (5) provide for the issuance of an educator certificate to a person who holds a similar certificate issued by another state or foreign country, subject to Section 21.052;

ATTACHMENT II

State Board for Educator Certification Educator Certification Structure Redesign Framework

SBEC Mission: Ensure the highest level of educator preparation to promote student achievement and to ensure the safety and welfare of Texas school children.

Focus: The focus is the certification standards to obtain an educator certificate to be an early childhood through elementary school, middle school, or high school classroom teacher in Texas. The standards are the foundation for the certification examinations as well as the basis of educator preparation program (EPP) design to effectively prepare beginning classroom teachers.

Needs Assessment: Texas Education Agency (TEA) staff have found that the current educator certification structure for assessing the knowledge of pedagogy and professional responsibilities for classroom teachers does not adequately focus on age appropriate grade bands. TEA staff also recognizes the need for school districts to have flexibility to meet the needs of teacher assignments.

Goal: Redesign the certification structure to ensure effective beginning classroom teachers for our campuses and classrooms by: 1) raising the expectations for demonstrating pedagogical knowledge and skills that are grade-band focused and 2) informing EPPs to ensure alignment of their methodologies to improve preparation of candidates for the teaching profession.

Work Plan: The SBEC has charged the TEA staff with providing the Board with a comprehensive plan for the current certificate structure. The Board directed staff to solicit stakeholder input and bring the Board a recommendation at the August 2017 meeting.

Proposed Educator Certification Structure

Current Certificate Structure	Proposed Certificate Structure
Elementary School	
EC-6 Core Subjects Certificate and EC-12 PPR Exam	Maintain existing certificate
	Add: PK-3 Certificate with EC-3 PPR Exam
	Add: Early Childhood Supplemental Certificate
	Add: Science of Teaching Reading Exam
Middle School	
4-8 Grade Band	Maintain existing grade band
	Add: 4-8 PPR Exam
4-8 Core Subjects Certificate	Explore eliminating 4-8 Core Subjects Certificate
High School	
7-12 Grade Band	Maintain existing grade band
	Add: 7-12 PPR Exam

Deliverables and Work Plan

Deliverable A. Early Childhood – Elementary School			
A.1 Create EC-3 Stand-alone Certificate			
Objectives	Key Action Steps	Expected Outcomes	SBEC Action Timeline
Improve Content:	Conduct advisory committee meetings to align standards with K-3 TEKS and the Texas Prekindergarten Guidelines	1. Content exam with increased rigor and knowledge of the TEKS and alignment with the Texas Prekindergarten Guidelines for early learners 2. EPPs improving preparation for beginning teachers of early learners	<p>June 2017:</p> <ul style="list-style-type: none"> Approve standards advisory committee Standards advisory committees begin work <p>August 2017:</p> <ul style="list-style-type: none"> Approve educator certification structure Discuss standards <p>October 2017:</p> <ul style="list-style-type: none"> Propose standards for PK-3 Certificate <p>December 2017:</p> <ul style="list-style-type: none"> Adopt standards for PK-3 Certificate
Improve Pedagogy:	Conduct advisory committee meetings to create EC-3 PPR standards that reflects research-based best practices for early learners and are aligned with commissioner’s rules	1. PPR exam focused on early learners that is research based and aligned with commissioner’s rules. 2. EPPs improving preparation for beginning teachers of early learners	
Improve Reading Instruction:	Conduct advisory committee meetings to create science of teaching reading standards	1. A Science of Teaching Reading exam focused on early literacy 2. EPPs improving preparation for beginning teachers of early learners	
A.2 Create Early Childhood Supplemental – similar to above			

Deliverable B. Middle School			
B. Update 4-8 Certificate			
Objectives	Key Action Steps	Expected Outcomes	SBEC Action Timeline
Improve Pedagogy:	Conduct advisory committee meetings to create 4-8 PPR standards that are aligned with commissioner's rules	1. PPR exam focused on middle school learners that is aligned with commissioner's rules. 2. EPPs improving preparation for beginning teachers	<p>June 2017:</p> <ul style="list-style-type: none"> • Approve standards advisory committee • Standards advisory committees begin work <p>August 2017:</p> <ul style="list-style-type: none"> • Approve educator certification structure • Discuss 4-8 PPR standards <p>October 2017:</p> <ul style="list-style-type: none"> • Propose 4-8 PPR standards <p>December 2017:</p> <ul style="list-style-type: none"> • Adopt 4-8 PPR standards

Deliverable C. High School			
C. Update 7-12 Certificate			
Objectives	Key Action Steps	Expected Outcomes	SBEC Action Timeline
Improve Pedagogy:	Conduct advisory committee meetings to create 7-12 PPR standards that are aligned with commissioner's rules	1. PPR exam focused on high school learners that is aligned with commissioner's rules. 2. EPPs improving preparation for beginning teachers	<p>June 2017:</p> <ul style="list-style-type: none"> • Approve standards advisory committee • Standards advisory committees begin work <p>August 2017:</p> <ul style="list-style-type: none"> • Approve educator certification structure • Discuss 7-12 PPR standards <p>October 2017:</p> <ul style="list-style-type: none"> • Propose 7-12 PPR standards <p>December 2017:</p> <ul style="list-style-type: none"> • Adopt 7-12 PPR standards

SBEC Educator Certification Structure Timeline				
June 2017	August 2017	October 2017	December 2017	March 2018
<p>Action: Approve advisory committee for standards development:</p> <ul style="list-style-type: none"> • PK-3 content standards • PK-3 PPR standards • PK-3 STR standards • 4-8 PPR • 7-12 PPR • EC supplemental 	<p>Action: Approve educator certification structure redesign framework</p>	<p>Action: Adopt changes to amend 231</p>	<p>Action: Adopt changes to add new 235 rule text for PK-3, 4-8, 7-12, EC supplemental, PPR and STR subchapters</p>	<p>Action: Adopt changes to repeal/amend 230(D); 230.35(c) and (d): will be replaced in new 235</p>
<p>Action: Provide directives to inform advisory committee</p>	<p>Action: Propose changes to amend 231</p>	<p>Action: Propose changes to add new 235 rule text for PK-3, 4-8, 7-12, EC supplemental, PPR and STR subchapters</p>	<p>Action: Propose changes to repeal/amend 230(D); 230.35(c) and (d): will be replaced in new 235</p>	<p>Action: Adopt changes to amend 233 for certificate grade bands</p>
<p>Discussion: Provide feedback on certification structure redesign framework (including future changes to 230(C), 231, and new 235)</p>	<p>Discussion: Receive update on advisory committee for standards development</p>	<p>Discussion: Changes to repeal/amend 230(D); 230.35(c) and (d): will be replaced in new 235</p>	<p>Action: Propose changes to amend 233 for certificate grade bands</p>	
	<p>Discussion: Propose changes to add new 235 rule text for PK-3, 4-8, 7-12, EC supplemental, PPR and STR subchapters</p>	<p>Discussion: Propose changes to amend 233 for certificate grade bands</p>		