

**Report of the State Board of Education
Committee of the Full Board
April 9, 2014**

The State Board of Education Committee of the Full Board met at 9:09 a.m. on Wednesday, April 9, 2014, in the State Board of Education Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. All members of the committee were present, as follows:

Presiding: Barbara Cargill, chair; Lawrence A. Allen, Jr.; Donna Bahorich; David Bradley; Ruben Cortez, Jr.; Martha M. Dominguez; Pat Hardy; Mavis B. Knight; Tom Maynard; Sue Melton-Malone; Ken Mercer; Geraldine “Tincy” Miller; Marisa B. Perez; Thomas Ratliff; Marty Rowley

Public Testimony

This item provides an opportunity for the public to present testimony at the time the related item comes up for committee discussion or action. The procedures for registering and taking public testimony at State Board of Education committee meetings and general board meetings are provided at <http://www.tea.state.tx.us/index4.aspx?id=25769804094> or in the information section (yellow pages) of the agenda.

The Committee of the Full Board heard public testimony on agenda items #7 and #9. Information regarding the individuals who presented public testimony is included in the discussion of that item.

The Committee of the Full Board considered items in the following order: Items #1 through #6; #9; #10; #7; #8.

DISCUSSION ITEMS

1. Commissioner’s Comments Regarding the SBOE Agenda and Legislation Implementation
(Board agenda page I-103)

Comments from Michael L. Williams, commissioner of education, were postponed until the Friday general board meeting.

2. Presentation on Region 6 Morgan’s Angels Homebound Program
(Board agenda page I-105)

Kip Robins, the information technology manager from Education Service Center Region 6, with help from three students demonstrated the Morgan’s Angels program to the board. Through this program, homebound students are able to continue to attend their normal classes with the assistance of a VGo robot which provides them with a real time connection to the classroom. Twenty-one robots have assisted 25 students in 17 school districts since Morgan’s Angels was created in 2012.

3. **Public Hearing on Proposed Revisions to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other Than English, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Languages Other Than English Courses**
(Board agenda page I-107)

The Committee of the Full Board did not receive any public testimony.

ACTION ITEMS

4. **Proposed Revisions to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other Than English, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Languages Other Than English Courses**
(Second Reading and Final Adoption)
(Board agenda page I-1)
[Official agenda item #3]

Shelly Ramos, curriculum division director, reviewed the recommendations from the languages other than English (LOTE) Texas Essential Knowledge and Skills (TEKS) committees for classical and logographic languages.

MOTION: *It was moved by Dr. Dominguez and seconded by Ms. Hardy to recommend that the State Board of Education, by an affirmative vote of two-thirds of the members of the board, approve for second reading and final adoption the proposed revisions to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other Than English, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Languages Other Than English Courses, with an effective date of 20 days after filing as adopted with the Texas Register.*

MOTION AND VOTE: *It was moved by Mr. Bradley, seconded by Mrs. Melton-Malone, and carried unanimously to recommend that the State Board of Education eliminate all references to classical languages in the proposed TEKS for LOTE, Levels I-VII. (Mr. Ratliff was absent for the vote.)*

The board directed staff to facilitate the development of separate TEKS for classical languages.

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Dr. Dominguez, and carried unanimously to recommend that the State Board of Education amend the LOTE, Levels I-VII TEKS to read as follows:*

General Requirements (a)(3), Levels I-IV

“Students of logographic languages such as Chinese and Japanese and non-Romance and non-Germanic languages such as Arabic and Russian will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a ~~more~~ balanced emphasis of all four skills becomes more attainable ~~is expected~~.”

§114.39(b)(5)(D), Level I, Novice Mid to Novice High Proficiency

“By the end of Level I, students of logographic languages ~~and non-Romance and non-Germanic languages~~ should perform on a Novice Mid proficiency level for reading and writing. In listening and speaking, students of logographic languages ~~and non-Romance and non-Germanic languages~~ should perform on a Novice Mid to Novice High proficiency level.”

§114.40(b)(5)(D), Level II, Novice High to Intermediate Low Proficiency

“By the end of Level II, students of logographic languages ~~and non-Romance and non-Germanic languages~~ should perform on a Novice Mid to Novice High proficiency level for reading and writing. In listening and speaking, students of logographic languages ~~and non-Romance and non-Germanic languages~~ should perform on a Novice High to Intermediate Low proficiency level. Students at the Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. They are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.”

§114.41(b)(5)(D), Level III, Intermediate Low to Intermediate Mid Proficiency

“By the end of Level III, students of logographic languages ~~and non-Romance and non-Germanic languages~~ should perform on an Novice High to Intermediate Low proficiency level for reading and writing. In listening and speaking, students of logographic languages ~~and non-Romance and non-Germanic languages~~ should perform on an Intermediate Low to Intermediate Mid proficiency level. Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. Novice High students are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.”

114.42(b)(5)(D), Level IV, Intermediate Mid to Intermediate High Proficiency

“By the end of Level IV, students of logographic languages ~~and non-Romance and non-Germanic languages~~ should perform on an Intermediate Low to Intermediate Mid proficiency level for reading and writing. In listening and speaking, students of logographic languages ~~and non-Romance and non-Germanic languages~~ should perform on an Intermediate Low to Intermediate Mid proficiency level. Students at the Intermediate Low proficiency level express meaning in straightforward and personal contexts by combining and recombining what they know, what they read, and what they hear in short statements and sentences. Intermediate Low students are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate-level tasks.”

General Requirements (a)(3), Levels V-VII

“Students of logographic languages such as Chinese and Japanese and non-Romance and non-Germanic languages such as Arabic and Russian will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable. Students of logographic languages, whose characters often represent parts of words as well as whole words, read and comprehend authentic texts on level. The skill focus should be placed on speaking and listening without ignoring reading and writing, including the use of complex characters. By the end of Level V, students are expected to perform on an Intermediate High to Advanced Mid proficiency level in listening, speaking, and reading while performing on a Novice High to Intermediate Low proficiency level in writing. At all levels, integration of the four skills is essential for progress toward the next proficiency level.”

§114.43(b), Level V, Intermediate High to Advanced Mid Proficiency

“(6) Students will perform on the Intermediate High to Advanced Mid proficiency level as described by the ACTFL Proficiency Guidelines 2012.

“(A)(7)–The Intermediate High to Advanced Mid student communicates in a language other than English using all three modes and all four skills.

“(B) By the end of Level V, students of logographic languages should perform on an Intermediate Mid to Intermediate High proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on an Intermediate High to Advanced Low proficiency level.”

§114.44(b), Level VI Advanced Mid to Advanced High Proficiency

“(6) Students will perform on an Advanced Mid to Advanced High proficiency level as described by the ACTFL Proficiency Guidelines 2012.

“(A)(7)The Advanced Mid to Advanced High student communicates in a language other than English using all three modes and all four skills.

“(B) By the end of Level VI, students of logographic languages should perform on an Intermediate High to Advanced Low proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on an Advanced Low to Advanced Mid proficiency level.”

§114.45(b), Level VII, Advanced High to Superior Proficiency

“(6) Students will perform on an Advanced High to Superior proficiency level as described by the ACTFL Proficiency Guidelines 2012.

“(A)(7) The Advanced High to Superior student communicates in a language other than English using all three modes and all four skills.

“(B) By the end of Level VII, students of logographic languages should perform on an Advanced Low to Advanced Mid proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on an Advanced Mid to Advanced High proficiency level.”

(Mr. Ratliff was absent for the vote.)

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend student expectation (c)(5)(A) in each of the ASL courses to read as follows:*

“apply ASL at the... proficiency level in or ~~and~~ out of the school setting through involvement in cultural activities such as attending Deaf events.”

(Mr. Ratliff was absent for the vote.)

VOTE: *A vote was taken on the motion to recommend that the State Board of Education, by an affirmative vote of two-thirds of the members of the board, approve for second reading and final adoption the proposed revisions to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other Than English, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Languages Other Than English Courses, with an effective date of 20 days after filing as adopted with the Texas Register, as amended. The motion carried unanimously. (Mr. Ratliff was absent for the vote.)*

5. Proposed Revisions to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum

(Second Reading and Final Adoption)

(Board agenda page I-53)

[Official agenda item #4]

Monica Martinez, associate commissioner for standards and programs, explained that this item would make changes to the courses that school districts are required to offer. Ms. Martinez reviewed the proposed amendments to the rule.

MOTION: *It was moved by Mr. Bradley and seconded by Mr. Maynard to recommend that the State Board of Education by an affirmative vote of two-thirds of the members of the board, approve for second reading and final adoption proposed revisions to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, with an effective date of 20 days after filing as adopted with the Texas Register.*

MOTION AND VOTE: *It was moved by Mrs. Bahorich, seconded by Mr. Maynard, and carried unanimously to recommend that the State Board of Education amend §74.3(b)(2)(I) to read as follows:*

“technology applications--Computer Science I; and Computer Science II; or Advanced Placement (AP) Computer Science and at least two courses selected from Computer Science III, Digital Art and Animation, Digital Communications in the 21st Century, Digital Design and Media Production, Digital Forensics, Digital Video and Audio Design, Discrete Mathematics for Computer Science, Fundamentals of Computer Science, Game Programming and Design, Independent Study in Evolving/Emerging Technologies, Independent Study in Technology Applications, Mobile Application Development, Robotics Programming and Design, 3-D Modeling and Animation, Web Communications, Web Design, and Web Game Development.”

(Mr. Ratliff was absent for the vote.)

VOTE: *A vote was taken on the motion to recommend that the State Board of Education by an affirmative vote of two-thirds of the members of the board, approve for second reading and final adoption proposed revisions to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, with an effective date of 20 days after filing as adopted with the Texas Register, as amended. The motion carried unanimously. (Mr. Ratliff was absent for the vote.)*

6. **Proposed Amendments to 19 TAC Chapter 66, State Adoption and Distribution of Instructional Materials, Subchapter B, State Adoption of Instructional Materials**
(Second Reading and Final Adoption)
(Board agenda page I-69)
[Official agenda item #5]

Christopher Lucas, review and adoption director, instructional materials and educational technology division, summarized the proposed amendments.

MOTION AND VOTE: *It was moved by Mr. Cortez, seconded by Ms. Perez, and carried to recommend that the State Board of Education by an affirmative vote of two-thirds of the members of the board, approve for second reading and final adoption proposed amendments to 19 TAC Chapter 66, State Adoption and Distribution of Instructional Materials, Subchapter B, State Adoption of Instructional Materials, with an effective date of 20 days after filing as adopted with the Texas Register. (Mr. Ratliff was absent for the vote.)*

7. **Proclamation 2016 of the State Board of Education Advertising for Bids on Instructional Materials**
(Board agenda page I-79)
[Official agenda item #6]

Public testimony was provided by the following individual:

NAME: Liana Lopez
AFFILIATION: Self

Mr. Lucas presented an overview of *Proclamation 2016*.

MOTION: *It was moved by Mrs. Melton-Malone and seconded by Mr. Rowley to recommend that the State Board of Education approve Proclamation 2016 of the State Board of Education Advertising for Bids on Instructional Materials.*

MOTION AND VOTE: *It was moved by Mr. Cortez, seconded by Ms. Perez, and carried to amend Proclamation 2016 to include a call for instructional materials for Special Topics in Social Studies, including Mexican-American Studies, African-American Studies, Native-American Studies, and Asian-American Studies.*

VOTE: *A vote was taken on the motion to recommend that the State Board of Education approve Proclamation 2016 of the State Board of Education Advertising for Bids on Instructional Materials, as amended. The motion carried.*

8. New Course Development

(Board agenda page I-81)
[Official agenda item #7]

Ms. Martinez explained that this item provides the opportunity for the board to identify priority for and direct the future development of new courses, including courses to align with the requirements of House Bill 5.

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Mercer, and carried unanimously to recommend that the State Board of Education direct Texas Education Agency staff to begin the development of three legislatively mandated courses, a one-half credit elective course in personal financial literacy, a one-credit career and technical education personal financial literacy course approved to satisfy a mathematics credit, and a one-credit combined world geography/world history course. (Mr. Bradley was absent for the vote.)*

MOTION AND VOTE: *It was moved by Mrs. Bahorich, seconded by Mr. Maynard, and carried unanimously to recommend that the State Board of Education direct the future development of a course in calculus. (Ms. Perez was absent for the vote.)*

The committee directed staff to make minor edits to the introduction of §113.47, Special Topics in Social Studies, and present the proposal for first reading and filing authorization at the July 2014 SBOE meeting.

9. Charge to Texas Essential Knowledge and Skills (TEKS) Review Committees

(Board agenda page I-95)
[Official agenda item #8]

Public testimony was provided by the following individuals:

NAME: Sandra West
AFFILIATION: Science Teachers Association of Texas (STAT)

NAME: Randy Willis
AFFILIATION: Granger Independent School District; Texas Rural
Education Association (TREA); Texas Association
of Community Schools (TACS)

Ms. Martinez explained that this item provides the opportunity for the committee to consider changes to step six in the Process for Review and Revision of the Texas Essential Knowledge and Skills (TEKS).

MOTION: *It was moved by Ms. Hardy and seconded by Dr. Dominguez to recommend that the State Board of Education amend step six in the Process for Review and Revision of the TEKS to read as follows:*

“The SBOE provides the charge to the TEKS review committees based on expert recommendations to:

- use the current TEKS as the foundation document;
- consider the general course of study, not what might be covered in an Advanced Placement course;
- consider College and Career Readiness Standards (CCRS) when revising the TEKS;
- ensure revisions are in compliance with all related statutes;
- provide justification for all suggested revisions;
- track all revisions to show what has been changed; ~~and~~
- ensure that the student expectations are content driven; ~~and can be taught within the school year~~
- carefully consider the amount of time necessary for students to develop mastery of the content and ensure that all student expectations reasonably can be taught within the amount of time typically allotted for the subject or course.

Any and all documents must be left with TEA staff.”

MOTION AND VOTE: *It was moved by Mr. Ratliff, seconded by Mr. Rowley, and carried unanimously to amend the motion to read as follows:*

- carefully consider the amount of time necessary for students to develop mastery of the content and ensure that all student expectations reasonably can be taught within the amount of time typically allotted for the subject or course prior to the end of the school year or a state end-of-course assessment required by TEC, §39.023, as applicable.

VOTE: *A vote was taken on the motion to amend step six in the Process for Review and Revision of the TEKS, as amended. The motion carried unanimously.*

DISCUSSION ITEMS

10. Update on Texas Essential Knowledge and Skills (TEKS) Review (Board agenda page I-109)

Ms. Ramos explained the upcoming steps in the board’s review and revision process for the career and technical education TEKS.

11. Discussion of Pending Litigation
(Board agenda page I-117)

The committee did not discuss pending litigation; therefore, no executive session was held.

Mrs. Cargill adjourned the meeting at 3:30 p.m.