



High-Quality Prekindergarten Components

Teacher Qualifications

EARLY CHILDHOOD EDUCATION DIVISION

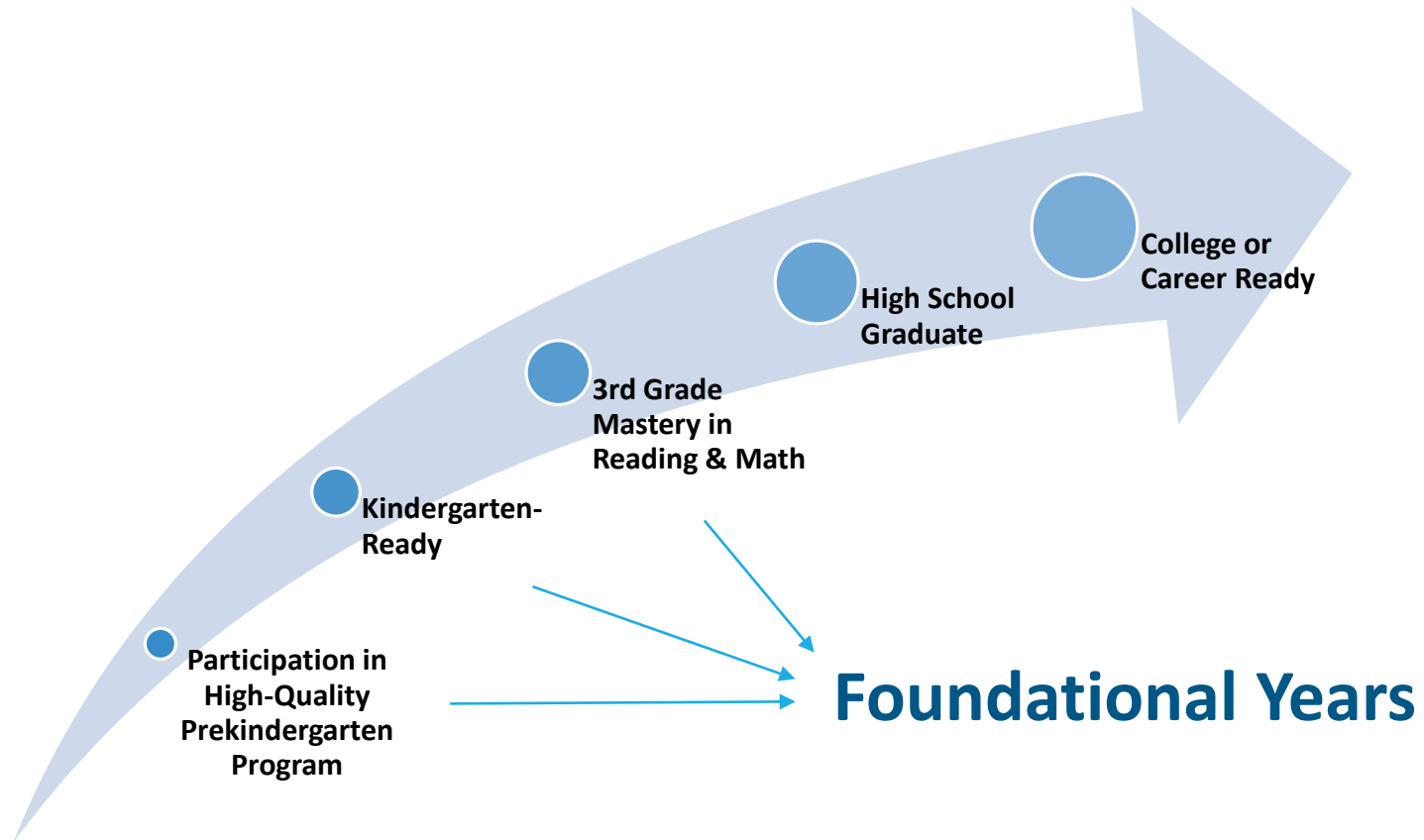
TAMALA OLSBY



Key Topics

- Foundational Years: Prekindergarten - 3rd
- High-Quality Prekindergarten Components
- Teacher Qualifications

Continuum



The Foundational Years

By the age of 4,
a child from a low-income family will hear

30 million

fewer words
than a child from non-low-income family

The Foundational Years

6 out of 10

**Children in Texas are
From low income households**

The Foundational Years

41%

**Of Texas 3rd graders read
at or above grade level**

The Foundational Years

75%

of students who are **poor readers in 3rd grade**
will remain poor readers in
high school

Why the Focus on High-Quality Prekindergarten?



Benefits of High-Quality PreK

- 85% increase in print awareness³
- 19% decreased need for special education services¹
- 24% less likely to be convicted of juvenile crime¹
- 20% more likely to graduate on time from high school¹
- 19% more likely to attend college²
- Earn \$150,000 more over their adulthood¹

1-SCHWEINHART, L, MONTI, J., XIANG,Z., BARNETT, W. S., BELFIELD, C.& NORES, M. (2005) *LIFETIME EFFECTS: THE HIGH/SCOPE PERRY PRESCHOOL STUDY THOUGH AGE 40* (MONOGRAPHS OF THE HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION, NUMBER 14). YPSILANTI, MI: HIGH/SCOPE PRESS.

2-FREDE, E. C., & BARNETT, W. S. (2011). NEW JERSEY'S ABBOTT PRE-K PROGRAM: A MODEL FOR THE NATIONS. IN E.ZIGLER, W. GILLIAM, & W. S. BARNETT (EDS.), *THE PRE-K DEBATES: CURRENT CONTROVERSIES AND ISSUES* (PP. 191-196). BALTIMORE: BROOKES.

3-W. STEVEN BARNETT, CYNTHIA LAMY, AND KWANGHEE JUNG. (DECEMBER 2005) *THE EFFECTS OF STATE PREKINDERGARTEN PROGRAMS ON YOUNG CHILDREN'S SCHOOL READINESS IN FIVE STATES* (THE NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH, RUTGERS UNIVERSITY).

Closing the Achievement Gap



High-Quality Components

- Curriculum
- Student Progress Monitoring
- Teacher Qualifications and Professional Development
- Student-to-Teacher Ratio
- Family Engagement
- Program Evaluation
- Data Reporting

Focus: Teacher Qualifications



Research - Teacher Qualifications

"Teacher education demonstrated consistent, positive associations with children's 54-month achievement outcomes, including math and reading skills, and phonological knowledge. Of the three indicators of quality (teacher education, staff/child ratio, and group size), teacher education showed the strongest associations with children's achievement outcomes."

NICHD & Duncan, G. J. (2003). Modeling the impacts of child care quality on children's preschool cognitive development. *Child Development*, 74.

Research - Teacher Qualifications

"One of the most crucial influences on the quality and effectiveness of preschool programs is teacher education and training.¹ Studies find that a concentration in early childhood coursework is positively correlated with teachers' beliefs regarding providing instruction and experiences that are more developmentally appropriate for young children.²

¹Barnett, W.S. (2004). Better teachers, better preschools: Student achievement linked to teacher qualifications. *Preschool Policy matters*, 2. New Brunswick, NJ: NIEER.

²McMullen, M. B. (1998). The beliefs and practices of early childhood educators in the U.S.: Does specialized preparation make a difference in adoption of best practices? *International Journal of Early Childhood Education*, 3, 5-29.

Research - Professional Development

"Research has demonstrated that a bachelor's degree alone is insufficient to ensure teacher quality at the early-childhood level. Rather it is the presence of that degree in combination with specialized training relating to classroom practice that results in quantifiable teacher-quality improvements."

Pianta, Robert C. and Hamre, Bridget K. (2009). Conceptualization, Measurement, & Improvement of Classroom Processes: Standardized Observation Can Leverage Capacity. *SAGE Publications, Educational Researcher*.

Research - Professional Development

"The research literature supports the view that professional development done right--that is, content-specific training involving teacher teams, sustained efforts, and reinforced support with mentors and coaches-- can lead to increased teacher knowledge and desired classroom practice."

Hightower, A., Delgado, R., Lloyd, S., Wittenstein, R., Sellers, K. and Swanson, C. (2011). Improving student learning by supporting quality teaching: Key issues, effective strategies. *Editorial Projects in Education, Inc.* Bethesda, MD.

Texas' Prekindergarten Teachers

- Available Degrees
- Available Coursework in Early Childhood Education
- Available Certifications



Expectations of Rider 78

Each public prekindergarten teacher must be certified under TEC, Subchapter B, Chapter 21, and have one of the following additional qualifications:

- a Child Development Associate (CDA) credential or
- a certification offered through a training center accredited by Association Montessori Internationale or through the Montessori Accreditation Council for Teacher Education or
- at least eight years' of experience teaching in a nationally accredited child care program or
- a graduate or undergraduate degree in early childhood education or early childhood special education or a non-early childhood education undergraduate degree with a documented minimum of 30 hours of coursework in early childhood education
- documented completion of the Texas School Ready Training Program (TSR Comprehensive)

Expectations of Rider 78

- be employed as a prekindergarten teacher in a school district that has ensured that:
 - A. prior to assignment in a prekindergarten class, teachers who provide prekindergarten instruction have completed at least 150 cumulative hours of documented professional development addressing the 2015 Texas Prekindergarten Guidelines in addition to other relevant topics related to high-quality prekindergarten over a consecutive five-year period;

Expectations of Rider 78

- B. teachers who have not completed training required in subparagraph (A) of this paragraph prior to assignment in a prekindergarten class shall complete:
- the first 30 hours of 150 cumulative hours of documented professional development before the end of the school year. The professional development shall address topics relevant to high-quality prekindergarten including but not limited to:
 - ✓ the revised 2015 TX Prekindergarten Guidelines
 - ✓ the use of student progress monitoring results to inform classroom instruction
 - ✓ improving the prekindergarten classroom environment to enhance student outcomes
 - ✓ improving the effectiveness of teacher interactions with students as determined by an evaluation tool and
 - the additional hours in the subsequent four years in order to continue providing instruction in a high-quality prekindergarten classroom; and
- C. at least half of the hours required by subparagraph (A) or (B) of this paragraph shall include experiential learning, practical application, and direct interaction with specialists in early childhood education, mentors or instructional coaches.

Child Development Associate (CDA)

- Credential given by the Council for Professional Recognition
- Numerous vendors, including Children's Learning Institute (CLI)
- Steps:
 - 120 hours of education
 - Application
 - 480 hours of experience
 - Verification visit
 - Exam
 - Portfolio
 - Family Questionnaires

Montessori Certification

- Must get certification from one of two accredited training centers
 - Limited availability
- Requirements are different
 - Usually requires a BA/BS degree
 - Academic component (approximately 300 hours)
 - Practicum component (usually 1 year internship)

Teaching in an Accredited Site

- Eight years of teaching experience
- Examples of national accreditations:
 - Accredited Professional Preschool Learning Environment (APPLE)
 - American Montessori Society (AMS)
 - Association of Christian Schools International (ACSI)
 - Council on Accreditation (COA)
 - National Accreditation Commission for Early Care and Education Programs (NAC)
 - National Association for the Education of Young Children (NAEYC)
 - National Early Childhood Program Accreditation (NECPA)

Degree

- Graduate or undergraduate degree
 - Early childhood education
 - Early childhood special education
- Non early childhood degree
 - Minimum of 30 hours of coursework in early childhood education

Texas School Ready (TSR) Comprehensive

- 3-year intensive teacher intervention
- Core set of 26 trainings (128.5 hours)
- Available from Children's Learning Institute

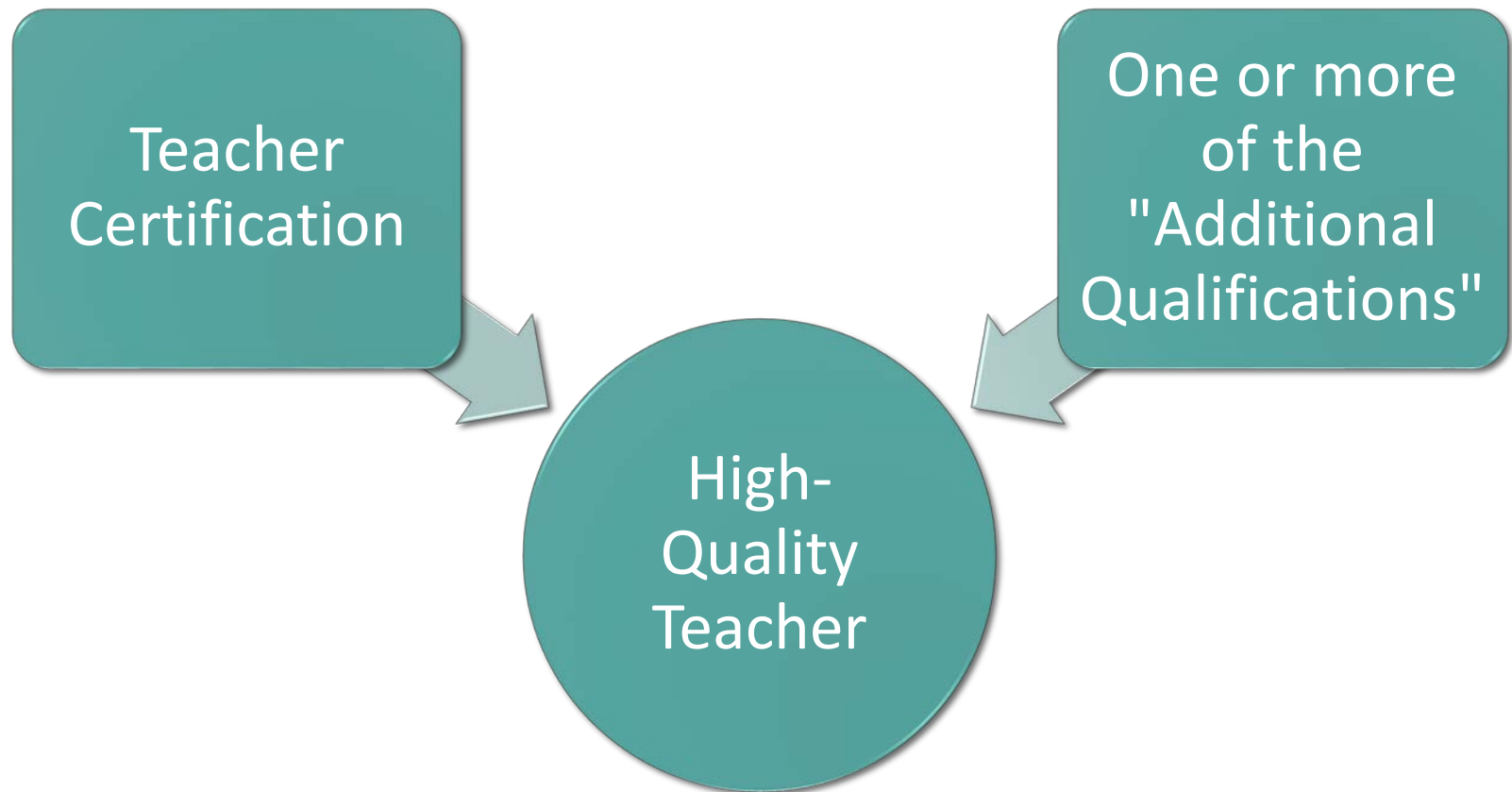
Employed - Has 150 Hours of PD

- Has current teaching assignment in prekindergarten class
- Completed 150 documented hours of professional development in last 5 years:
 - 2015 Texas Prekindergarten Guidelines
 - Other relevant early childhood education topics

Employed - 30 Hours of Annual PD

- Has current teaching assignment in prekindergarten class
- Thirty (30) hours of documented professional development annually:
 - 2015 Texas Prekindergarten Guidelines
 - Student progress monitoring to inform classroom instruction
 - Improving the prekindergarten classroom environment
 - Improving teacher interaction with students as determined by evaluation tool
- The additional hours done in the subsequent four years
- Fifteen (15) of the thirty (30) hours includes experiential learning, practical application and direct interaction with early childhood education specialists, mentors or instructional coaches

Measuring Quality



High-Quality Components: Structural & Process

Structural Quality:

- Teacher Qualifications
- Curriculum
- Student Progress Monitoring
- Group Size
- Teacher-to-Student Ratio
- Length of School Day
- Transition Plan
- Classroom Environment
- Family Engagement
- Program Evaluation

Process Quality:

- Day-to-day experiences
- Teacher-child interactions
- Relationships of children
- Responsive to child's needs
- Active learning opportunities
- Families feel welcome at school
- Teacher adjusts curriculum
- Age appropriate activities
- Continuous improvement
- Relationship with grade levels

High-Quality Components: Structural & Process

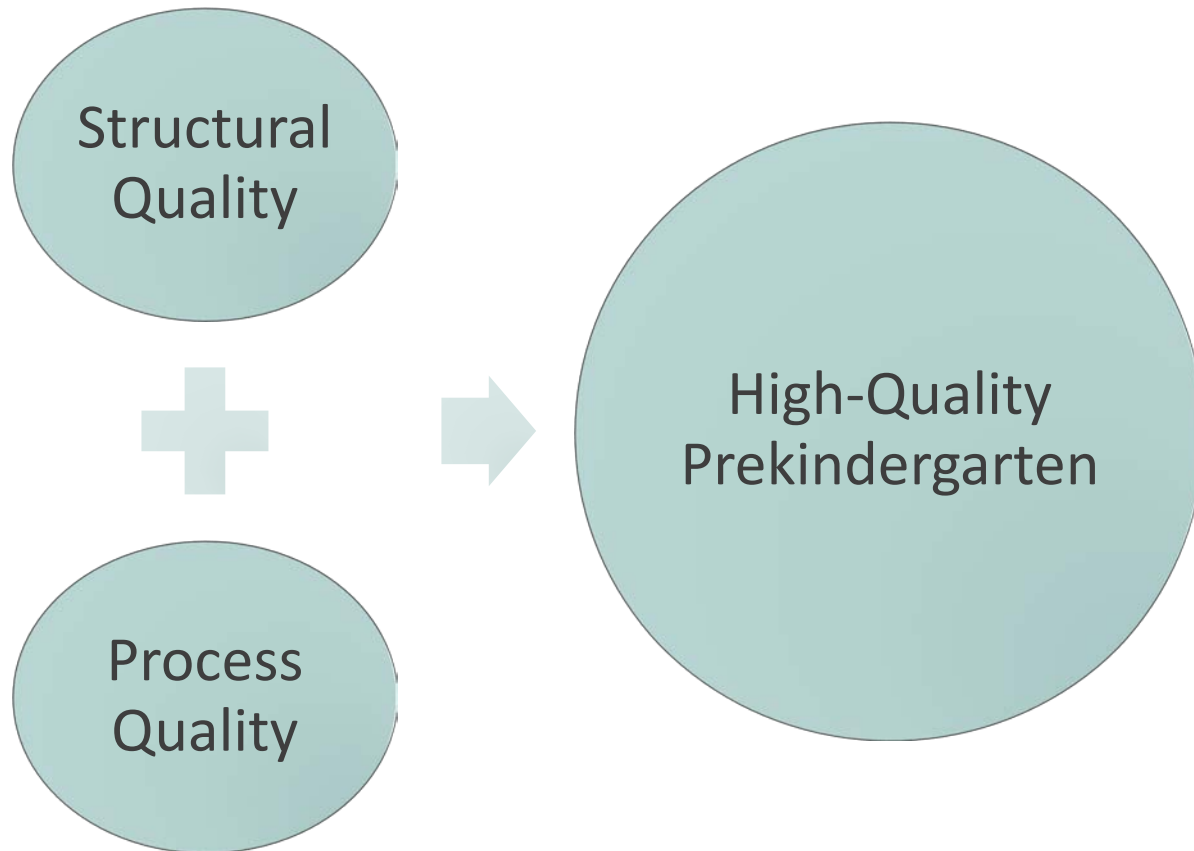
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Definition of High Quality



Available Resources

- Texas Gateway (<https://www.texasgateway.org/>)
- Children's Learning Institute (CLI)
(<https://www.childrenslearninginstitute.org/>)
- Education Service Centers
(http://tea.texas.gov/regional_services/esc/)
- Texas Early Childhood Professional Development System (TECPDS) (<https://tecpds.org/>)

Texas Gateway

- <https://www.texasgateway.org/>
- Easily-searchable, web-based portal that houses:
 - Instructional materials
 - Teacher professional development materials
 - Educational reference materials
- Early childhood education resources to be expanded greatly in 2018



Children's Learning Institute

- <https://cliengage.org/public/>
- Suite of web-based tools and resources
 - Student progress monitoring (CIRCLE)
 - Teacher professional development
 - Classroom observation tools
 - Coaching and collaboration tools
 - Activities (Classroom- and Family-focused)
 - Texas KEA (Kindergarten Entry Assessment)



Education Service Centers

- Education Service Centers in all 20 regions of state
- Early Childhood Specialists within each ESC to
 - Provide professional development, workshops, technical assistance, coaching/mentoring as well as provide additional resources
 - Common professional development: Prekindergarten Guidelines, Classroom Management, Conscious Discipline, Inclusion, Family Engagement, Curriculum Alignment, Using Data, etc.

Texas Early Childhood Professional Development System

➤ <https://tecpds.org>

➤ Contains:

- Trainer Registry
- Workforce Registry

Goal: Kindergarten Readiness



Conclusion

- Foundational Years: Prekindergarten - 3rd
- High-Quality Prekindergarten Components
- Teacher Qualifications

Quality Checklist for Teacher Qualifications

Quality Measure	Proficiency	Proficiency in Progress	Proficiency to Begin	Follow-Up
Each prekindergarten teacher has a Texas certification that enables them to teach prekindergarten.				
Each prekindergarten teacher has or is completing one of the “additional qualifications.”				
The school district or charter maintains the appropriate records to document each prekindergarten teacher’s certification and “additional qualification.”				
Each prekindergarten teacher participates in at least thirty (30) hours of professional development annually.				
Each prekindergarten teacher’s professional development activities include at least fifteen (15) hours of mentoring/coaching.				

FAQ Document

Send questions regarding prekindergarten teacher qualifications to the following email address:

➤ earlychildhoodeducation@tea.texas.gov

An FAQ document will address the questions received within the next 2 weeks and it will be available on TEA's website

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Next Webinar:



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