

**Item 14:****Discussion of Appointment of Classroom Teacher Standards  
Advisory Committee to Recommend Standards for  
Classroom Teachers****DISCUSSION**

**SUMMARY:** This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss the appointment of an advisory committee to recommend educator standards for the classroom teacher class of certificate. The committee would explore alternatives to the current process for development, review, and approval of educator standards, which define Educator Preparation Program (EPP) and certification testing requirements.

**STATUTORY AUTHORITY:** Texas Education Code, §§21.031(b), 21.040(4), and 21.041(b)(4).

**PREVIOUS BOARD ACTION:** While the SBEC has adopted educator standards for other classes of certificates into rule, the SBEC has not adopted educator standards for the classroom teacher class of certificate.

**BACKGROUND INFORMATION AND SIGNIFICANT ISSUES:** Since the inception of the SBEC, committees of stakeholders that included practicing teachers and preparation program faculty have been directly involved in development of educator standards for classroom teacher certificate fields. These individuals are assembled to create new educator standards or review existing educator standards to ensure that the educator standards are aligned with the current versions of Texas Essential Knowledge and Skills (TEKS). When a new certificate field is created, an educator standards advisory committee may be formed to create new educator standards that are aligned with the TEKS associated with the new certificate field. When the State Board of Education (SBOE) updates the TEKS, SBEC may form an educator standards advisory committee to identify any gaps between the revised TEKS and the existing educator standards and to recommend revisions of the educator standards to eliminate such gaps. Drafts of the educator standards are subsequently made available on the TEA website for a 30-day public review and comment period. The educator standards are then revised as necessary to incorporate public comment and a recommendation is made for the SBEC to approve them. If approved, the educator standards become the basis for the EPP curriculum and guide the development of certification test frameworks in relevant certificate fields for assessing educator candidates on the critical knowledge and skills for entry-level employment. The amount of time involved with developing educator standards depends on the number of TEKS that are involved and the amount of revisions that the TEKS may have gone through, but the average amount of time for the current process to approve educator standards is approximately six months.

The classroom teacher class of certificate currently has 69 sets of educator standards. At this time, none of the classroom teacher educator standards have been adopted in rule. In comparison, the educator standards for the principal, superintendent, educational diagnostician, reading specialist, school counselor, school librarian, and master teacher classes of certificates have been adopted in rule. Because educator standards serve as the basis for the EPP curriculum and certification examinations, it would be preferable that the classroom teacher educator standards be adopted in rule. In addition to the SBEC meeting that is required to approve an advisory committee, there could be as many as three SBEC meetings to discuss,

propose, and adopt a set of educator standards as well as a SBOE meeting to review the adopted educator standards. As a result, the process of adopting one set of educator standards in rule could take as long as nine months. Once adopted in rule, the educator standards would need to be reviewed at least once every four years to be in compliance with Texas Government Code, §2001.039. Educator standards may also need to be reviewed each time there is a major change in the TEKS associated with the educator standards.

**FISCAL IMPACT:** None.

**PUBLIC AND STUDENT BENEFIT:** High quality educator standards for the classroom teacher class of certificate will lead to high quality educators upon entry into the profession.

**PROCEDURAL AND REPORTING IMPLICATIONS:** None.

**LOCALLY MAINTAINED PAPERWORK REQUIREMENTS:** None.

**PUBLIC COMMENTS:** None.

**ALTERNATIVES:** An alternative approach to adopting all of the existing classroom teacher educator standards is to adopt a common set of educator standards applicable to all certificate fields in the classroom teacher class of certificate. The new classroom teacher educator standards would reference the TEKS as the basis upon which the standards are built and would ensure alignment with the TEKS. By referencing the TEKS in this way, the educator standards will streamline the EPP curriculum and certification test development process.

The process of updating and adjusting EPP curricula and certification testing requirements to ensure alignment with changes to the TEKS would become more efficient. This would reduce SBEC agenda items related to the approval of educator standards for each classroom certification content area. EPPs and certification candidates would always have a clear definition of the curricular foundation for becoming certified in Texas and what the certification tests measure. Reducing the time between updates to the TEKS and incorporation of the new TEKS into EPP curricula and certification requirements would ensure that new teachers have experience with the most current content available upon completing their certification requirements.

The SBEC could approve an advisory committee at a future meeting that would make a recommendation regarding adopting the existing classroom teacher educator standards, creating a new set of classroom teacher educator standards, or another option. If the recommendation is to create a new set of classroom teacher educator standards, the advisory committee can then begin the process of developing the new classroom teacher educator standards that the SBEC will ultimately consider adopting. If the recommendation is to adopt existing standards into rule, TEA staff can present a timeline for that process for the SBEC to consider at a future meeting.

**OTHER COMMENTS AND RELATED ISSUES:** None.

**ASSOCIATE COMMISSIONER'S RECOMMENDATION:** Consider the proposed options to adopt classroom teacher educator standards in rule and provide guidance to TEA on next steps.

**Staff Members Responsible:** Tim Miller, Director,  
Educator Preparation Programs

Marilyn Cook, Director  
Educator Certification

Tim Regal, Director  
Educator Evaluation and Support

**Attachments:** I. Statutory Citations  
II. Draft Educator Standards Advisory Committee Nomination Form

**ATTACHMENT I**  
**Statutory Citations**

**Texas Education Code §21.031, Certification of Educators (excerpt):**

- (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 §21.040, General Powers and Duties of Board (excerpt):**

The board shall:

- (4) for each class of educator certificate, appoint an advisory committee composed of members of that class to recommend standards for that class to the board;

**Texas Education Code §21.041, Rules; Fees (excerpt)::**

- (b) The board shall propose rules that:
  - (4) specify the requirements for the issuance and renewal of an educator certificate;

**ATTACHMENT II**  
**Draft Educator Standards Advisory Committee Nomination Form**

The purpose of the Advisory Committee is to advise the Texas Education Agency on matters relating to the Educator Standards for the classroom teacher class of certificate.

Criteria:

Each member shall have the knowledge and experience to contribute the purpose of the committee. Please mark the appropriate box regarding criteria for selection:

- Yes  No Minimum of two years of experience as a classroom teacher in Texas
- Yes  No Familiar with Texas Essential Knowledge and Skills
- Yes  No Familiar with Educator Standards
- Yes  No Familiar with Educator Certification Tests
- Yes  No Able to commit time and resources to be an active participant

Educator Preparation Program Representation:

The committee members would represent all of the various types of educators in the state. Please mark the appropriate box regarding primary experience:

- |                                                    |                                                                   |
|----------------------------------------------------|-------------------------------------------------------------------|
| <b>Level</b>                                       | <b>Content Area</b>                                               |
| <input type="checkbox"/> Elementary School         | <input type="checkbox"/> English Language Arts and Reading        |
| <input type="checkbox"/> Middle School             | <input type="checkbox"/> Mathematics                              |
| <input type="checkbox"/> High School               | <input type="checkbox"/> Science                                  |
| <input type="checkbox"/> Higher Education          | <input type="checkbox"/> Social Studies                           |
|                                                    | <input type="checkbox"/> Languages Other than English             |
| <b>Other Classes of Certification</b>              | <input type="checkbox"/> Fine Arts                                |
| <input type="checkbox"/> Principal                 | <input type="checkbox"/> Physical Education/Health                |
| <input type="checkbox"/> Superintendent            | <input type="checkbox"/> Bilingual/English as a Second Language   |
| <input type="checkbox"/> School Librarian          | <input type="checkbox"/> Special Education                        |
| <input type="checkbox"/> School Counselor          | <input type="checkbox"/> Career and Technical Education           |
| <input type="checkbox"/> Educational Diagnostician | <input type="checkbox"/> Technology Applications/Computer Science |

List professional organization(s) of which the nominee is a member: \_\_\_\_\_  
\_\_\_\_\_

Additional comments: \_\_\_\_\_  
\_\_\_\_\_

Name of nominee: \_\_\_\_\_  
E-mail of nominee: \_\_\_\_\_  
Telephone # of nominee: \_\_\_\_\_