

**Item 15:****Discussion of Proposed New 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter E, All-level Certificate Standards****DISCUSSION**

**SUMMARY:** This item provides the State Board for Educator Certification (SBEC) with an opportunity to discuss proposed new 19 Texas Administrative Code (TAC) Chapter 235, Classroom Teacher Certification Standards, Subchapter E, All-level Certificate Standards. The proposed new rule would specify the certification standards for the English as Second Language (EC-12) Certificate.

**STATUTORY AUTHORITY:** The statutory authority for the classroom teacher class certificate structure is Texas Education Code (TEC), §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4).

TEC, §21.003(a), states that 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 the TEC, Chapter 21, Subchapter B.

TEC, §21.031, authorizes the SBEC to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators, and states that in proposing rules under the TEC, Chapter 21, Subchapter B, the SBEC 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.

TEC, §21.041(b)(1), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B.

TEC, §21.041(b)(2), requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates.

TEC, §21.041(b)(4), requires the SBEC to propose rules that specify the requirements for the issuance and renewal of an educator certificate.

**FUTURE ACTION EXPECTED:** Texas Education Agency (TEA) staff anticipates presenting proposed new 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter E, All-level Certificate Standards to the SBEC at the February 22, 2019 meeting for approval to be published as proposed in the *Texas Register*.

**BACKGROUND INFORMATION AND JUSTIFICATION:** SBEC is 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. SBEC is also statutorily required to appoint advisory committee members to recommend standards for each class of certificate. The standards are the basis for the certification examinations and set the requirements for EPP curriculum and delivery. The development committees include

practicing educators, school district personnel, experts, and EPP faculty. These individuals collaborate to draft educator standards or review existing educator standards to ensure that the educator standards align with the commissioner's educator standards, reflect best practices, and where applicable, align with the current versions of the Texas Essential Knowledge and Skills (TEKS) that are adopted by the State Board for Education (SBOE).

Given the student demographics of our state and the datedness of the current English as Second Language (EC-12) supplemental exam, the Texas Education Agency is engaging in a process with stakeholders to draft educator standards for ESL (EC-12). Attachment II provides a summary of the process and committee members as well as the drafted English a Second Language (EC-12) standards. The standards will be a part of Subchapter E that houses all all-level EC-12 certificate standards.

**PUBLIC AND STUDENT BENEFIT:** The public and student benefit anticipated as a result of the drafted standards would be more rigorous, relevant, and reliable requirements for the preparation, certification, and testing of classroom teachers upon entry into the profession, and retention of these qualified professionals for years to come.

**Staff Member Responsible:**

Grace Wu, Director, Standards, Testing, and Preparation

**Attachments:**

- I. Statutory Citations
- II. English as Second Language (EC-12) Standards and Process

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**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;
  - (2) specify the classes of educator certificates to be issued, including emergency certificates;
  - (4) specify the requirements for the issuance and renewal of an educator certificate;

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**ATTACHMENT II****English as Second Language (EC-12) Standards and Process****Domain 1: Foundations of Language Acquisition Across All Content Areas**

*Candidates know, understand, and use the major theories and research related to the structure and language acquisition process to help English Learners' (ELs') develop language and literacy and achieve in the content areas.*

**Standard 1.a. Language as a System Foundations of Language Acquisition Across All Content Areas**

- Candidates demonstrate and apply basic linguistic and sociolinguistic concepts related to instruction for English learners as they acquire English language and literacy in order to achieve in the content areas.
- Candidates apply a conscious knowledge of language as a system to be effective second language teachers. Components of the language system include phonology, morphology, syntax, semantics, pragmatics, discourse varieties, aspects of social and academic language, rhetorical registers, and writing conventions. Teachers of ELs use knowledge of these interrelated aspects of listening, speaking, reading, and writing as they support ELs' acquisition of language and content knowledge.
- Candidates understand the ways in which languages are similar and different. They identify linguistic structures that distinguish written and spoken language forms as well as those representing social and academic uses of language. Candidates understand that one's first language (L1) influences English learning.
- Candidates build on similarities between English and students' L1 and anticipate challenges that learners may have with English. They identify linguistic differences that are meaningful, systematic, and distinguish between those that may benefit from corrective feedback and those that will not. They understand and evaluate the role and significance of errors as a gauge of language learning and implement appropriate classroom activities to assist ELs through this process.
- Candidates apply knowledge of sociolinguistic concepts (e.g. dialect diversity in English; factors affecting language variation, register, and style; language change).

**Standard 1.b. Language Acquisition and Development**

- Candidates understand and apply theories and research in language acquisition in L1 and L2 to support ELs' language, literacy, and content area development.
- Candidates understand and apply theories and research of L1 and L2 language acquisition.
- Candidates apply knowledge of major theories of first-language acquisition and second-language acquisition and learning, including similarities and differences between first- and second-language acquisition.
- Candidates apply understanding of characteristics, including similarities and differences, of various stages of first- and second-language acquisition.

- Candidates apply understanding of cognitive processes involved in internalizing language rules and learning vocabulary in a second language (e.g., memorization, categorization, metacognition).
- Candidates apply understanding of the Texas English Language Proficiency Assessment System and Proficiency Level Descriptors.
- Candidates apply understanding that English language proficiency is independent from but interrelated with cognitive and academic levels.
- Candidates apply understanding of the role of the first language in second-language development (e.g., language transfer, interlanguage development, translanguaging).
- Candidates apply understanding of typical and atypical development in first and second languages.
- Candidates understand and apply the role of personal and affective variables in language learning and establish secure, motivating classrooms in which ELs are encouraged to take risks and use language productively, extending their conceptual knowledge as well as their language and literacy skills.
- Candidates understand how different theories of language acquisition (for L1 and L2) have shaped views of how language is learned, ranging from nativist to cognitive and social interactionist perspectives.
- Candidates understand the processes of language and literacy development, use this knowledge to provide optimal language input, and set appropriate goals and tasks for integrated oral and written language development.
- Candidates understand that ELs come to class with previously developed language skills, and when appropriate, they extend and use a student's L1 as a resource for learning the new language and for learning in other areas. They are aware of the possible negative effects of losing a home language and encourage the maintenance and development of students' L1s, even when formal bilingual programs are not available.

## **Domain 2: Culturally Responsive Teaching**

*Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELs.*

### **Standard 2a. Culture as It Impacts Instruction**

- Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities impact language learning and school achievement.
- Candidates use information about their own experiences and their students' backgrounds to choose appropriate and effective culturally responsive teaching techniques. They use their knowledge of cultural diversity to foster critical thinking and to improve student achievement, understanding that everyone's experience is an asset.

- The nature and role of culture encompass such factors as cultural relativism, cultural universalism, the additive nature of culture, intra- and intergroup differences, the interrelationship between language and culture, and the effect of this relationship on teaching and learning. It also recognizes the various stages of acculturation and adaptation versus assimilation.
- The candidate understands content of a culture includes values, beliefs, perspectives and experiences; roles and status; family structure, function, and socialization; humanities and the arts; assumptions about education in all content areas; intercultural communication; and learning styles and modalities.
- Candidates take these and other factors into account to design learning environments and deliver effective lessons that are culturally responsive.

**Standard 2b. Culture as It Impacts Student Learning**

- Candidates recognize that language and culture interact in the formation of students' cultural identities. They further recognize that students' identities are tied closely to their sense of self-worth, which is correlated to their academic achievement. Candidates know that all students can learn more readily when cultural factors are recognized, respected, and accommodated, and they demonstrate that knowledge in their practice. They further understand that students' academic achievement can suffer if classroom instruction does not respect students' cultural identities.
- Candidates understand the cultural assets they bring to the classroom and value and utilize the assets that EL students bring to the classroom, creating a mutually adaptive environment. They embrace cross-cultural differences and apply strategies for creating acceptance among students for respect for linguistic and cultural diversity.
- Candidates recognizes factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism), demonstrates sensitivity to students' diverse cultural and socioeconomic backgrounds, and applies this knowledge to create a culturally responsive learning environment.
- Candidates understands cultural and linguistic diversity in the EL classroom are not the only factors that may affect students' learning of academic content (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).
- Candidates create an effective learning environment that addresses the affective, linguistic and cognitive needs of EL students and facilitates students' learning and second language acquisition.

**Standard 2c. Family, Guardian, and Community Communication and Engagement**

- Candidate applies knowledge of effective strategies advocating educational and social equity for EL students (e.g., participating in Language Proficiency Assessment Committee [LPAC] and Admission, Review and Dismissal [ARD] meetings, serving on Site-Based Decision Making [SBDM] committees, serving as a resource for teachers).

- Candidate anticipates the diversity of family dynamics and the importance of family involvement in the education of EL students and knows how to facilitate parent/guardian participation in their children's education and school activities.
- Candidate applies communication skills that are accessible, consistent, and targeted to the needs of EL students and their parents/families in a variety of educational contexts.
- Candidate knows and engages community members and resources that can positively impact student learning in the EL program and is able to access community resources to enhance the education of ELs.
- Candidates understand the importance of the home culture and involve EL families and community members in students' learning. They understand that multicultural inquiries and interactions among students and colleagues foster critical discourse, systemic discovery, and multiplicity in approaches to academics.
- Candidates understand the multiplicities of culture. They understand that multiplicities around the state are different and are able to value the differences around the state for students who migrate around and the other countries that EL families are from.
- Candidates understand the culture of second and third generation families and the contextual cultural needs they need bring to the classroom.

**Domain 3: Planning, Implementing and Adjusting Instruction**

*Candidates know, understand, and use evidence-based practices and strategies related to planning and implementing TEKS- and ELPS-based instruction. Candidates are knowledgeable about various state approved ESL program models and skilled in teaching strategies for developing and integrating language skills. They purposefully and appropriately select, integrate, and utilize technology and resources for their ELs.*

**Standard 3.a. Planning for TEKS- and ELPS- Based Instruction**

- Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELs. They plan for ELs at different proficiency levels with diverse backgrounds while providing TEKS- and ELPS-based instruction.
- Candidates evaluate students' knowledge using ongoing quantitative and qualitative data and address their students' diverse backgrounds, developmental needs, and English proficiency to plan and to scaffold their instruction. They plan toward specific TEKS- and ELPS-based objectives to make the content comprehensible. They collaborate with all key stakeholders to ensure that ELs can access the whole curriculum while acquiring English.
- Candidates establish safe, positive, supportive, interactive, and empowering learning environments. They model positive attitudes and respect for others. They intentionally integrate consistent, targeted student-centered language-building activities within all content areas.

- Candidates recognize the needs of students with interrupted formal education (SIFE) in acclimating to the school environment. They integrate and incorporate various research-based strategies to support SIFE students acquisition of listening, speaking, reading, and writing skills in English across all content areas.

### **Standard 3.b. Implementing and Adjusting TEKS- and ELPS- Based Instruction**

- Candidates know, adjust, and implement TEKS-and ELPS -based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELs' access to the content area curriculum by teaching language in the context.
- Candidates design TEKS and ELPS based instruction that integrates relevant and meaningful best practices (e.g. sheltered instruction) and strategies that facilitate and support the development of listening, speaking, reading, and writing.
- Candidates promote receptive and expressive language acquisition by embedding content-related opportunities for ELs to interact using social and academic vocabulary. They allow for ELs to develop and demonstrate higher order thinking skills.

### **Standard 3.c. Using Resources and Technology Effectively in TEKS- and ELPS- Based Instruction**

- Candidates choose, adapt, and use a wide range of instructional materials, resources, and technologies to support language and content knowledge acquisition.
- Candidates maintain rigor while making content comprehensible through the selection of relevant, meaningful, and linguistically appropriate resources including technology. This includes matching materials to the ELs' proficiency levels and abilities.
- Candidates select, create, and/or adapt a wide range of instructional materials to enhance language and content instruction.

## **Domain 4: Assessment of Student Growth and Proficiency**

Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELs.

### **Standard 4.a. Areas of Consideration in Assessment for English Learners**

- Candidates demonstrate understanding of various assessment components as they affect ELs, such as accountability, bias, special education testing, language proficiency, and accommodations in formative and summative testing situations.
- Candidates understand the different purposes of assessment (e.g., diagnostic, language proficiency, academic achievement) and the basic concepts of assessment so that they are prepared to assess ELs. For example, measures of knowledge or ability (including language) that are standards based should be equitable, accurate, consistent, and practical to administer. Authentic or performance-based assessment measures often best meet these criteria while addressing students as individuals. These measures should be both formative (ongoing) and summative (proficiency testing) and include both L1 and L2 where possible. The more closely assessment tasks resemble instructional

activities, particularly those relevant to English learners' lives, the more likely the tasks are to accurately assess what has been taught and learned and to inform further instruction.

- Candidates also demonstrate understanding of issues around accountability such as implications of norm-referenced standardized assessment and other high-stakes testing. They understand the differences between these kinds of assessment and alternative assessments and understand issues of accommodations for ELs in formative and summative testing situations.
- Candidates understand how assessments for native English speakers and English learners differ and the variety of ways to assess English learners that may be biased and therefore invalid measures. Such assessments may contain cultural bias (e.g., images or references that are unfamiliar to ELs). Assessments may also contain linguistic bias (e.g., items overtly or implicitly favoring speakers of standard dialects or items that are more difficult for ELLs because of complex language). ELs may also be challenged in formal testing situations if they are unfamiliar with item types (e.g., multiple choice) or response formats (e.g., bubble sheets), or if they are unfamiliar with timed, competitive, or high-stakes testing. ELs may also encounter method bias (environmental bias) such as test environments that do not allow breaks, are stressful, and require students to complete assessment in one administration. Candidates should be able to identify such biasing elements in assessment situations and be able to determine when to help ELs become familiar with the content and conditions of tests in school and when a test should be adjusted to accommodate the needs of the EL.
- Candidates work with other professionals (e.g., speech pathologists, psychologists, special educators) who assess ELs in order to distinguish the differences among typical language development, language differences, and learning abilities. They understand that learning abilities, as well as factors identifying special populations, should be verified in the student's native language, if possible. Candidates use multiple sources of information (e.g., native language assessment, primary care provider, other teachers, other learners from the same cultural group, learning style, previous performance) to make appropriate adjustments by providing accommodations before referring a student for special education.

#### **Standard 4.b. Language Proficiency Assessment**

- Candidates understand and use a variety of standards-based language proficiency instruments to show language growth, to inform and guide their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELs.
- Candidates are familiar with national and state requirements, procedures, and instruments for EL identification, reclassification, and exit from language support programs. They use available language proficiency test results to identify ELs' language skills. They also use criterion and norm-referenced language proficiency instruments, both formative and summative, as appropriate. Candidates design assessments that measure students' discrete and integrated language skills and their ability to use

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language communicatively within a range of contexts. The teaching of test-taking skills and learning strategies has an important place in the ESL classroom.

- Candidates recognize that the term language proficiency assessment may be used synonymously with language achievement assessment and, hence, is usually summative in nature. Candidates know that these assessments are designed to show language growth over time and identify areas that need more work. Candidates interpret the results of language proficiency assessments and apply the results in classroom instruction.

#### **Standard 4.c. Classroom-Based Assessment for ELs**

- Candidates know and use a variety of performance-based assessment tools and techniques to inform and guide instruction in the classroom.
- Candidates understand the interdependent relationship between teaching and assessment and can develop instructional tasks and assessment tools that promote and measure student growth in language and content. They are familiar with assessment goals, tools, and tasks appropriate for ELs that correspond with the program's philosophy, the unit's conceptual framework, as well as state and national standards in ESOL. Candidates can assess learners' content-area achievement independently from their language ability and should be able to adapt classroom assessments and tasks for ELs at varying stages of English language and literacy development. They also understand the importance of assessing language skills in an integrative way.
- Candidates understand that portfolios are important tools in the assessment of ELL learning. A portfolio is a collection of student work that reflects progress over time. Portfolio samples are typically based on work conducted as part of class activities or home assignments. Using authentic examples is a characteristic of unbiased performance assessment. Performance assessments help candidates evaluate students' complex thinking (the ability to write a summary is demonstrated through a written summary; the ability to orally debate an issue is demonstrated through an oral debate). Candidates are familiar with and can use a variety of rubrics to assess portfolios and their individual contents. They also understand that self-assessment and peer-assessment can be used regularly to encourage students to monitor and take ownership of their own learning.
- Candidates develop classroom assessments using a variety of item types and elicitation and response formats to assess students' receptive/expressive language skills and ELs' English literacy skills. They understand the implication of assessing language and literacy skills in students' native languages. They also know how to interpret test results and plan instruction based on those results.
- Candidates understand that some classroom reading assessments designed for native speakers, such as independent oral reading, may be uninformative or misleading as assessment tools for ELLs who may be overly concerned with the pronunciation demands of the task and pay less attention to comprehension.

**Domain 5: Professional Learning, Partnerships and Advocacy**

*Candidates keep current with new instructional techniques, research, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices.*

*Candidates work collaboratively with school staff, parents, and the community to improve the learning environment, provide support, and advocate for ELs and their families.*

**Standard 5.a. ESL Research and History**

- Candidates demonstrate knowledge of history, research, educational policy, and current practice in the field of ESL teaching and programs to apply this knowledge to inform teaching and learning.
- Candidates are familiar with the history of ESL teaching and stay current with recent research, methodologies, and strategies in the field. They use this knowledge to design effective instruction for ELs.
- Candidates understand legal processes, mandates, and policies that have had an impact on the development of the field of ESL. They are knowledgeable about the history of legal decisions (e.g., *Lau v. Nichols*) and national legislation (e.g., Every Student Succeeds Act) and their subsequent application to the instruction of ELs. They can explain the impact of state and federal legislation on their classrooms and the school's community.

**Standard 5.b. Professional Learning**

- Candidates take advantage of professional growth opportunities and create fair and equitable learning environments.
- Candidates actively participate in professional growth opportunities, including those offered by appropriate organizations.
- Candidates can articulate their own philosophy of ESL education.
- Candidates promote a school environment that values diverse student populations and provides equitable access to resources for ELs. They collaborate with school staff to provide educational opportunities for ELs with diverse learning needs at all English proficiency levels. They encourage the inclusion of ELs in special programs such as gifted/talented, RTI, and special education (as appropriate).
- Candidates advocate for appropriate instruction and assessment by sharing their knowledge of ELs with their general-education and content-area colleagues and the school community, on a need to know basis.
- Candidates promote EL success by playing an active role in the campus language proficiency assessment committee (LPAC). They ensure that committee decisions are made in collaboration with educators and parents.

**Standard 5.c. Partnerships and Advocacy**

- Candidates actively advocate and serve as a resource for ELs and student's families through partnerships with colleagues and the community.

- Candidates consider ESL families as vital partners who enrich their classrooms and schools. They promote the important roles that families play in their children’s linguistic, academic, and personal development.
- Candidates enlist the support and involvement of community partners for school initiatives. Candidates are also aware of resources in the community to assist ELs and their families and share this information with students, families, and professional colleagues.
- Candidates know and understand public issues that impact the education of ELs, and they support ELs and their families socially and emotionally through any transitions and changes.

**August 2018** TEA staff from the Educator Standards and English as Second Language (ESL) teams contacted teacher organizations, districts, educator preparation programs, and board members asking for outstanding educators. As a result, TEA identified 24 committee members, representing districts, institutions of higher learning, Education Service Centers, and educator preparation programs for the Board’s approval.

**October 5, 2018** The Board approved the proposed 24 member standards committee.

**October 10, 2018** Committee members completed pre-work that focused on current best practices and analysis of exemplar English as Second Language standards.

**October 15, 2018** TEA staff conducted an in-person standards advisory committee meeting held at the American Institute for Research (AIR). TEA staff from the educator standards and English as Second Language (ESL) teams facilitated the committee.

**November 15, 2018** TEA staff conducted a follow-up webinar with the standards advisory committee.

Name	Title	District/Organization	Region
Aviles, Gerardo	Teacher	Judson ISD	4
Becerra, Kimberly	Teacher	Fort Worth ISD	11
Carrizales, Delia	Assistant Professor	Texas Tech	17
Castanuela, Mary	Education Specialist	ESC 15	15

Name	Title	District/Organization	Region
Caudillo, Linda	Professional Development Consultant	ESC 19	19
Correa, Leslie	Teacher	Dallas ISD	10
Dayton, Jasmine	Teacher	Lamar ISD	4
DeSantiago, Elda	Education Specialist	ESC 17	17
Gonzalez-Heyes, Bianca	Teacher	Santa Maria ISD	1
Grabowski, Margaret	District Coach	IDEA Public Schools	1
Jaird, Cynthia	Program Coordinator	ESC 10	10
Lara-Alecio, Rafael	Regents Professor	Texas A&M	6
Manning, Dana	Assistant Professor	Tarleton State	11
Martinez-Vazquez, Hjamil	Teacher	Cowley ISD	11
Molina, Ovidia	Vice President	TSTA	4
Odnovyun, Lynn	Teacher	Pearland ISD	4
Penaranda, Aris	Teacher	Mansfield ISD	11
Petron, Mary	Professor	Sam Houston State	6
Powell, Shanna	Teacher	Grapevine-Colleyville ISD	11
Rocha, Maria	Teacher	KIPP San Antonio	20
Walker, Amberly	Education Specialist	ESC 12	12
Welch, Itzil	Education Specialist	ESC 4	4
Zayas, Coral	Teacher	Crowley ISD	11
Zhou-Mathews, Zhengrong	District Coach	Spring Branch ISD	4