

**Item 13:****Discussion of Proposed Amendment to 19 TAC Chapter 235,  
Classroom Teacher Certification Standards, Subchapter G,  
Special Education Certificate Standards****DISCUSSION**

**SUMMARY:** This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss a proposed amendment to 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter G, Special Education Certificate Standards. The proposed amendment would implement the statutory requirements of House Bill 2256, 87th Texas Legislature, Regular Session, 2021. The proposed amendment would define the educator standards for the Bilingual Special Education certificate as recommended by the SBEC-approved educator standards advisory committee.

**STATUTORY AUTHORITY:** The statutory authority for the classroom teacher class certificate structure is Texas Education Code (TEC), §§21.003(a), 21.031, 21.041(b)(1), (2), and (4), and 21.04891.

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.

TEC §21.04891, requires the SBEC to create a Bilingual Special Education certificate and specifies certification requirements for the certificate.

**PREVIOUS BOARD ACTION:** The SBEC last amended Subchapter G effective October 15, 2020.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The SBEC rules in 19 TAC Chapter 235, Classroom Teacher Certification Standards, specify the standards for the classroom teacher class of certificates which includes Subchapter G, Special Education Certificate Standards. The SBEC is statutorily authorized to ensure that all candidates for certification or renewal demonstrate the knowledge and skills necessary to improve the performance of this state's diverse population, and the SBEC is required to appoint educator standards advisory committee members to recommend standards for each class of certificate. The educator standards advisory 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).

### *HB 2256 Bilingual Special Education Certification Requirements*

HB 2256, 87th Legislative Session, Regular Session, 2021 requires the SBEC to implement a new Bilingual Special Education educator certificate. The intent of the certificate is to ensure that there are teachers with special training in providing instruction to students of limited English proficiency with disabilities. HB 2256 specifies that to be eligible for the certificate, a candidate must complete educator preparation program coursework, with skills-based course of instruction on providing instruction to students of limited English proficiency with disabilities, including:

- the foundations of bilingual, multicultural, and second language special education;
- providing individualized education programs for students of limited English proficiency with disabilities;
- providing assessment of students of limited English proficiency with and without disabilities;
- developing teaching methods to recognize the intellectual, developmental, and emotional needs of students in dual language and transitional bilingual education settings;
- teaching fundamental academic skills, including reading, writing, and mathematics, to students of limited English proficiency; and
- creating partnerships with families and school professionals.

Additionally, HB 2256 requires that candidates perform satisfactorily on a Bilingual Special Education Certification exam prescribed by the Board. The Board's Bilingual Special Education standards will serve as the foundation for this exam.

The SBEC has previously taken action to implement HB 2256 across multiple chapters of the Board's rule, including adopting the new certificate category, Bilingual Special Education: EC-12, in Chapter 233, certification exam requirements in Chapter 230, and preparation program requirements in Chapter 228 and is currently considering updates to personnel assignments in Chapter 231 to integrate the new certification category.

### *Bilingual Special Education Standards Advisory Committee Drafting Timeline*

Since the Board's approval of the 8-member Bilingual Special Education Educator Standards Advisory Committee at the July 2022 SBEC, committee members have worked to:

- address and incorporate requirements for providing instruction to students of limited English proficiency with disabilities, as identified in HB 2256, 87th Legislative Session, Regular Session, 2021;
- address the need for educators and related service providers to meet the needs of dually identified students across the state;
- reflect the need for educators to establish and maintain high academic and behavioral expectations for students in accordance with their IEP; and
- support efforts to address timely identification and appropriate placement for dually identified students.

The table below provides a timeline of committee work sessions.

Date	Action	Outcome(s)
August 31, 2022	TEA staff met with Bilingual Special Education Educator Standards Advisory Committee for an initial work session	Initial vision setting work completed
September 21, 2022	TEA staff facilitated second standards work session	Committee members identified key components of current Bilingual and Special Education standards for inclusion in BSE standards
October 26, 2022	TEA staff facilitated third standards work session	Committee members continued revisions to BSE standards
November 28, 2022	TEA staff facilitated work session focused on development of Standard III: Language and Literacy Development	Committee members developed standards specific to the bilingual special educator’s knowledge, skills, and methodologies specific to this standard
November 29, 2022	TEA staff facilitated work session focused on development of Standard IV: Eligibility, Program Placement, and Assessment	Committee members developed standards specific to the bilingual special educator’s knowledge, skills, and methodologies necessary to support the timely and appropriate identification of student eligibilities, as well as equitable practices for the assessment of dually identified students
November 3, 2023	TEA staff facilitated review session of draft BSE standards	Feedback collected from committee members
February 10, 2023	Initial discussion item presented to the SBEC	
Spring 2023-Spring 2024	Internal standards revisions in alignment with newly developed technical assistance guide	
May 28, 2024	TEA staff facilitated review session of revised BSE standards to align with guidance within Dual Identified TA guide	Committee members provided initial feedback on revised standards
June 10- June 18, 2024	TEA staff hosted series of five office hours sessions	Committee members provided feedback on and proposed revisions to revised BSE standards

July 10, 2024	TEA staff facilitated final work session	Committee members provided additional feedback on revised BSE standards
August 2-August 9, 2024	Asynchronous review and approval of BSE standards	Committee members completed final, asynchronous review on updated draft of BSE standards

Staff will present the most recent version of the Bilingual Special Education standards to the Board during the December 2024 meeting for input and discussion. Staff will work with the educator standards advisory committee members following the meeting to make additional refinements to the standards based on the Board’s feedback to inform future discussions.

**PUBLIC BENEFIT AND STUDENT BENEFIT:** The public benefit anticipated as a result of the proposed standards would be that there are teachers with special training in providing instruction to students of limited English proficiency with disabilities.

**Staff Members Responsible:**

DeMarco Pitre, Director Educator Standards and Test Development  
Kelly Torrey, Test Development Specialist

**Attachment:**

Bilingual Special Education Educator Standards Advisory Committee Members

**ATTACHMENT****Bilingual Special Education Educator Standards Advisory Committee Members**

<b>Name</b>	<b>Title/Role</b>	<b>District/Program</b>	<b>Region</b>
Alma Contreras-Vanegas	Assistant Professor	Sam Houston State University	Region 6
Chara Christopher	EL/Sped Instructional Specialist	Dallas ISD	Region 10
Christa Schouweiler	English II / PAP English II / ESL Teacher	Comal ISD	Region 20
Leslie Correa	2 <sup>nd</sup> Grade Bilingual Teacher	Dallas ISD	Region 10
Dr. Lizdelia Pinon	Emergent Bilingual Education Associate	Intercultural Development Research Association (IDRA)	Region 11
Minkowan Goo	Associate Professor of Special Education	Texas Woman's University	Region 10
Noemi Arnal Villalba	3 <sup>rd</sup> Grade Teacher	Dallas ISD	Region 10
Steve Przymus	Assistant Professor of Bilingual/Multicultural Education	Texas Christian University	Region 11