

Item 17:**Discussion of Proposed New 19 TAC Chapter 235, Classroom Teacher Certification 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. The proposed new rule would specify the certification standards for the Trade and Industrial Workforce Training (6-12) Certificate to implement the statutory requirements of House Bill (HB) 3349, 85th Texas Legislature, Regular Session, 2017; and the Texas Essential Knowledge and Skills (TEKS)-based certification standards.

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). The statutory authority for the trade and industrial workforce training certification and related standards is 21.0442(a)(c), as added by HB 3349, 85th Texas Legislature, Regular Session, 2017.

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, §21.0442, as added by HB 3349, 85th Texas Legislature, Regular Session, 2017, requires the SBEC to create an abbreviated educator preparation program for trade and industrial workforce training.

FUTURE ACTION EXPECTED: Texas Education Agency (TEA) staff anticipates presenting proposed new 19 TAC Chapter 235, Classroom Teacher Certification Standards, to the SBEC at the October 5, 2018 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 demonstrate the knowledge and skills necessary to improve the performance of the diverse population of this state. The standards serve as the base for training provided by educator preparation programs and for the subsequent educator certification assessments.

The SBEC rules in 19 TAC Chapter 235, Classroom Teacher Certification Standards, specify the educator standards for the classroom teacher class of certificates. The educator standards are the basis for educator preparation program (EPP) design to effectively prepare beginning classroom teachers and the foundation for the certification examinations.

Following is a description of proposed new 19 TAC Chapter 235 that implements recent legislation and incorporates feedback from the standards advisory committee.

Trade and Industrial Workforce Training (6-12) Standards

The proposed educator standards for the classroom teacher class implement the statutory requirements of House Bill 3349 regarding the creation of the Trade and Industrial Workforce Training (6-12) Certificate. Due to the condensed number of preparation hours for teacher candidates as required in the legislation, TEA staff worked with a standards advisory committee to narrow and prioritize the standards for beginning teachers. In addition, TEA staff and the advisory committee sought to further prioritize the standards needed to meet the needs of students in Trade and Industrial Education courses and consider the entry point of teacher candidates.

Attachment II provides the drafted language from the standards advisory committee and summary of the process. TEA staff plans to update and refine the standards as the number of preparation hours for the Trade and Industrial Workforce Training Certificate is solidified by the SBEC.

TEKS-Based Certificate Standards

To incorporate all educator standards for the classroom teacher class into chapter 235, the proposed language regarding TEKS-Based Certificate Standards is provided in Attachment III. The attachment includes the language related to TEKS-Based Certificate Standards that are currently found in chapters 228, Requirements for Educator Preparation Programs, and 230, Professional Educator Preparation and Certification, respectively and the proposed language that will include the grade-banded Pedagogy and Professional Responsibilities standards.

The educator standards refer to the student expectations found in the relevant TEKS and English Language Proficiency Standards (ELPS). Connecting the educator standards to student expectations allows for the standards and subsequent training and assessment to respond as the student expectations are updated.

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, Project Manager, Educator Support

Attachments:

- I. Statutory Citations
- II. Trade and Industrial Workforce Training Standards and Process
- III. TEKS-Based Certification Standards

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;

Texas Education Code, §21.0442, Educator Preparation Program for Probationary and Standard Trade and Industrial Workforce Training Certificates, as added by House Bill (HB) 3349, 85th Texas Legislature, Regular Session, 2017 (excerpts):

- (a) The board shall propose rules under this subchapter to create an abbreviated educator preparation program for a person seeking certification in trade and industrial workforce training.
- (c) In proposing rules for an educator preparation program under this section, the board shall ensure that the program requires at least 80 hours of classroom instruction in:
- (1) a specific pedagogy;
 - (2) creating lesson plans;
 - (3) creating student assessment instruments;
 - (4) classroom management; and
 - (5) relevant federal and state education laws.

ATTACHMENT II**Trade and Industrial Workforce Training (6-12) Standards and Process****Instructional Planning and Delivery**

- 1Ai: Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes
- 1Aii: Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement
- 1Aiii: Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities
- 1Bi: Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn
- 1Biii: Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals
- 1Cii: Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning
- 1Di: Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction
- 1Fi: Teachers monitor and assess students' progress to ensure that their lessons meet students' needs
- 1Fii: Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts

Knowledge of Student and Student Learning

- 2Bi: Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts
- 2Ci: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills

Content Knowledge and Expertise

- 3Bi: Teachers organize curriculum to facilitate student understanding of the subject matter
- 3Ci: Teachers teach both the key content knowledge and the key skills of the discipline

Learning Environment

- 4Aii: Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students
- 4Bi: Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources
- 4Ci: Teachers implement behavior management systems to maintain an environment where all students can learn effectively
- 4Di: Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning
- 4Dii: Teachers maximize instructional time, including managing transitions

- 4Diii: Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement

Data-Driven Practices

- 5Ai: Teachers gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning
- 5Ci: Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning

Professional Practices and Responsibilities

- 6Di: Teachers adhere to the educators' code of ethics in 247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s)

April 2018

TEA staff from the educator standards and Career and Technical Education (CTE) teams contacted teacher organizations, districts, educator preparation programs, and board members asking for outstanding educators, with an emphasis on seeking a variety of trade and teaching experiences. As a result, TEA identified eleven committee members, representing districts, institutions of higher learning, Education Service Centers, educator preparation programs, and current industry to serve on the standards advisory committee.

June 1, 2018

TEA staff sent out required pre-work and pre-reading for committee members to complete.

June 18, 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 Career and Technical Education (CTE) teams facilitated the committee.

August 3, 2018

TEA staff presents advisory committee update and provides SBEC with drafted standards.

Name	Title	District/Organization	Region
Bordeaux, Tara	Teacher	Austin ISD	13
Fikes, Scott	Deputy Executive Director	ECAP	11
Garza, Erica	Program Manager for CTE Certification	ESC 13	13
Gillis, Thomas	Teacher	Clear Creek ISD	4

Name	Title	District/Organization	Region
Hillis, Regina	Educator Preparation Certification Coordinator	ESC 20	20
Lozoya, Mario	Director	Toyota Motor North America	20
Queen, Rae	Program Director	ACT San Antonio	20
Sablatura, David	Director of CTE	Spring Branch ISD	4
Vahalik, Johnny	Executive Director of CTE	San Antonio ISD	20
Weatherford, Bryan	Teaching and Learning Specialist	TSTA	10
Webster, Michael	Associate Vice Chancellor for Workforce Instruction	Houston Community College	4

ATTACHMENT III**TEKS-Based Certification Standards**

Current Text in 228 (a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

- (1) the relevant TEKS, including the English Language Proficiency Standards;
- (2) the skills and competencies captured in the Texas teacher standards in Chapter 149, Subchapter AA, of this title (relating to Teacher Standards), which include:

Current Text in 230 (c) Policy. The State Board for Educator Certification (SBEC) shall appoint an advisory committee to develop and recommend certification standards for approval that are based on the applicable Texas essential knowledge and skills (TEKS) adopted by the State Board of Education (SBOE) and reflect current research-based practices and knowledge of the developmental stages of learning to promote successful outcomes and academic achievement from Early Childhood-Grade 12.

Proposed 235

- (1) The relevant Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)
- (2) The relevant knowledge and application of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills
- (3) The relevant grade-banded Pedagogy and Professional Responsibilities Standards, specifically including how to effectively address the needs of all student populations