

Item 18:

Discussion and Update on Teacher Certification Redesign

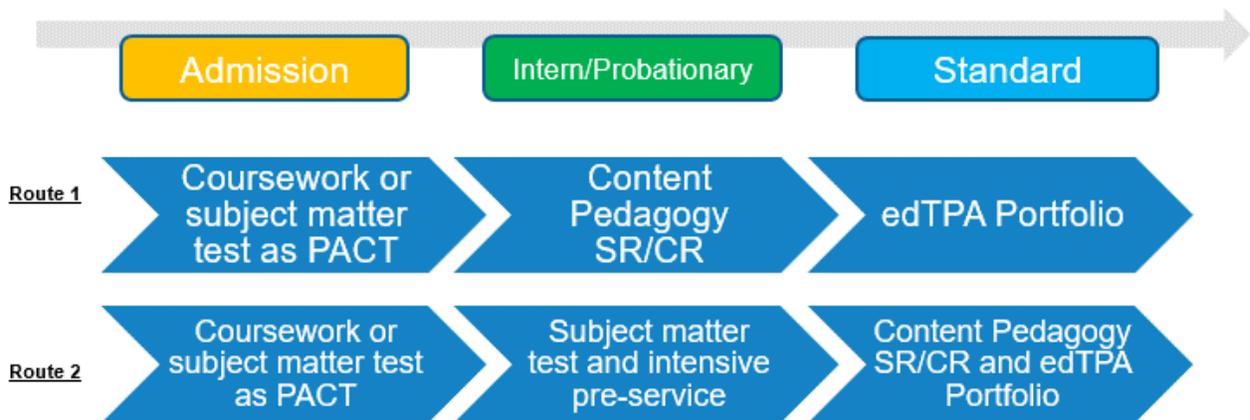
DISCUSSION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss an update on the Teacher Certification Redesign, presented to the Board on August 2, 2018, including substituting subject-matter only assessments for pre-admission content tests (PACT), the option of an intensive pre-service pathway towards certification, updating the current content exams, and the phase-in of edTPA, a performance-based portfolio assessment.

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), 21.041(c), 21.044(a), 21.0441, 21.0418(a)

BACKGROUND INFORMATION AND JUSTIFICATION: At the August 2, 2018 SBEC work session, the Board discussed the proposed 2021 goal pathway for teacher certification. The goal pathway is focused on providing equitable access of candidates into educator preparation programs and aligning the day-to-day expectations of teachers to certification and assessment. The redesigned pathway is focused on research that found that three key components of teacher quality are pedagogical content knowledge, skill-building, and pre-service practice.

2021 Goal Pathway for Teacher Certification:



This item provides the Board with a breakdown and preview of each key piece of the 2021 goal pathway as it relates to the teacher certification redesign. The 2021 goal pathway builds upon the Board’s previous actions such as requiring the content test to be passed for issuance of an intern certificate and the adoption of grade-banded pedagogy and professional responsibilities (PPR) educator standards into rule.

Pre-Admission Content Tests

There are currently two routes for candidates to demonstrate subject-matter knowledge for entrance into an educator preparation program. The first is through previous coursework and the second is through the passing of a pre-admission content test (PACT). Currently, the content certification exam that is used for certification purposes is the same assessment used for the PACT route. These tests currently contain a combination of content knowledge and content pedagogy questions. Staff proposes to replace the current pre-admission content test with a subject-matter only test to better mirror the coursework requirement for admission purposes. This change will level the playing field for EPP accountability because programs that choose to require PACT for admission purposes are not held accountable for the pass rates, and currently only alternative certification programs are able to require PACT for admission purposes. This change will also benefit candidates as they will only be assessed on content knowledge and not content pedagogy prior to entrance into a program. Staff proposes to replace the current content certification test with a subject-matter only test for PACT beginning January 1, 2020.

Intensive Pre-Service

To support the research behind pre-service practice, staff proposes the addition of another route towards intern certification for candidates, which allows them to become the teacher of record. This route would require candidates to successfully complete an intensive pre-service program as well as demonstrate subject matter knowledge in their certification area prior to becoming a teacher of record. Intensive pre-service can be comprised of a five-week training program that provides candidates opportunities for supervised teaching in whole and small-group settings. This route provides flexibility to candidates, programs, and districts to choose the preparation path that best matches their needs. Staff proposes to implement this pathway in conjunction with the changes to the pre-admission content tests beginning January 1, 2020.

edTPA (a portfolio-based assessment)

To support the research on skill-building and content-pedagogy, staff proposes the multi-year phase-in of edTPA to replace the current EC-12 PPR exam and grade-banded PPR exams proposed in 2017. edTPA is a portfolio assessment comprised of three performance tasks that are designed to capture the real-life skills that teachers must demonstrate for successful teaching and learning. The three authentic tasks will require the educator to submit evidence from their classrooms throughout the planning, instruction, assessment, and reflection cycle.

The cost of the edTPA portfolio is \$281 and is inclusive of a \$30 rebate for all Texas-based and Texas-prepared candidates. TEA staff recognizes and is sensitive to the increased cost for future teacher candidates; however, the investment in a more comprehensive assessment that aligns teacher development to certification will better prepare candidates for the classroom.

Districts and schools will directly benefit from more prepared teachers through an anticipated increase in student achievement as well as teacher retention. More prepared teachers are more likely to stay, therefore, reducing costs that districts currently incur during the recruitment, hiring, selection, and development processes.

Educator preparation programs will directly benefit from an assessment that aligns teacher development to certification by streamlining their staffing, resources, processes, and costs. Additionally, this benefits educator preparation programs by aligning their curriculum and training to accountability.

The agency has worked with the current testing vendor to implement the timeline for edTPA phase-in below.

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<ul style="list-style-type: none"> Introductory participation 	<ul style="list-style-type: none"> Exploratory participation Option of completion* of edTPA for standard certificate Release of early childhood edTPA in conjunction with EC-3 certification Release of edTPA in conjunction with intensive pre-service 	<ul style="list-style-type: none"> Exploratory participation Option of completion* of edTPA for standard certificate Release of edTPA in conjunction with updated content pedagogy tests for Health, PE, and ELAR 4-8 	<ul style="list-style-type: none"> Full implementation of edTPA (completion* of portfolio for issuance of certificate) Release of edTPA in conjunction with updated content pedagogy tests for SPED 	<ul style="list-style-type: none"> Consequential participation of edTPA (passing score on portfolio for issuance of certificate)

*completion indicates a complete and scorable portfolio; data gathered from 2019-2022 will be used to recommend the 2022-2023 passing scores

Content Pedagogy Test Development Timeline

To support the focus on content pedagogy (integration of content knowledge and pedagogy), staff proposes the following test development schedule to redevelop the current content tests. These assessments will include multiple-choice items on the computer-administered test as well as constructed-response items. The cost of the Enhanced Selected-Response/Constructed-Response assessments is \$136. In comparison, Selected-Response only assessments are \$116 under the current testing vendor, the cost of Selected-Response only assessments prior to September 1, 2018 was \$131.

For January 1, 2020 Test Launch	For September 1, 2020 Test Launch	For September 1, 2021 Test Launch	For November 1, 2021 Test Launch
<ul style="list-style-type: none"> EC-3 Content Science of Teaching Reading 	<ul style="list-style-type: none"> Health PE ESL Supplemental ELAR 4-8 	<ul style="list-style-type: none"> ELAR 7-12 Bilingual Supplemental BTLPT-Spanish 	<ul style="list-style-type: none"> SPED (can include TASC, TASC-ASL, Visually Impaired, Braille, and Deaf and Hard-of-Hearing)

Standards Development

To support the anticipated changes related to test development above, staff will continue to convene standards development committees to draft the educator standards for the identified certificate.

Parallel to the work on ESL, staff will be preparing to convene a standards committee for Special Education (SPED). The proposed committee members will be provided to the Board for approval at the December meeting. Prior to convening the standards committee, staff will be conducting three personnel forums this fall and winter to gain stakeholder feedback and discuss options to ensure a robust and qualified SPED educator pool. The forums will focus on topics of certification, continuing professional education, certification by examination, and personnel assignments as it relates to the quality and staffing of special education educators. The list of forum attendees is provided in the supplemental folder. Staff anticipates pursuing a similar process when revisiting Bilingual in 2019.

FUTURE ACTION EXPECTED: The following two tables provide a preview of upcoming rule items to implement the above changes.

Table 1: The following proposed changes will be brought to the Board for discussion in December 2018, proposal in February 2019, and adoption in April of 2019.	
Chapter	Anticipated Changes
227: Admission to Educator Preparation Programs (Subchapter A)	<ul style="list-style-type: none"> Replacing current content certification exams with subject-matter assessments for PACT route towards admission into an Educator Preparation Program
228: Requirements for Educator Preparation Programs	<ul style="list-style-type: none"> Requirements and components of intensive pre-service
230: Assessment of Educators (Subchapter C)	<ul style="list-style-type: none"> Replacing current Family and Consumer Sciences Composite, Hospitality, Nutrition, and Food Sciences, and Human Development and Family Studies educator assessments with already-developed, aligned assessments from the current testing vendor Addition of a portfolio-based assessment, edTPA, as an option for candidates to complete in lieu of the EC-12 PPR
230: Types and Classes of Certificates Issued (Subchapter D)	<ul style="list-style-type: none"> Addition of intensive pre-service as an option for issuance of intern certificate
235: Classroom Teacher Certification Standards (Subchapter E)	<ul style="list-style-type: none"> ESL EC-12 educator standards

Table 2: The following proposed changes will be brought to the Board for approval in February 2019	
Affected Chapter	Anticipated Change
N/A – Other Action	<ul style="list-style-type: none"> Special Education Standards Development Committee

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 Members Responsible:

Grace Wu, Project Manager, Educator Support

Rachael Early, Program Specialist, Educator Support

Attachment:

I. Statutory Citations

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;
- (c) The board shall propose a rule adopting a fee for the issuance and maintenance of an educator certificate that, when combined with any fees imposed under Subsection (d), is adequate to cover the cost of administration of this subchapter.

Texas Education Code, §21.044, Educator Preparation (excerpts):

- (a) The board shall propose rules establishing the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program. The board shall specify the minimum academic qualifications required for a certificate.

Texas Education Code, §21.0441, Admission Requirements for Educator Preparation Programs:

- (2) if the person is seeking initial certification:
 - (A) has successfully completed at least:
 - (i) 15 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is seeking

- certification to teach mathematics or science at or above grade level seven; or
- (ii) 12 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is not seeking certification to teach mathematics or science at or above grade level seven; or
- (B) has achieved a satisfactory level of performance on a content certification examination, which may be a content certification examination administered by a vendor approved by the commissioner for purposes of administering such an examination for the year for which the person is applying for admission to the program.

Texas Education Code, §21.048, Certification Examinations (excerpt):

- (a) The board shall propose rules prescribing comprehensive examinations for each class of certificate issued by the board.