



High-Quality Prekindergarten Components: Teacher Qualifications

Early Childhood Education Division

- Overview of high-quality prekindergarten components referenced in HB3
- High-quality prekindergarten component – Teacher qualifications
 - Research
 - Description
 - FAQs
- Higher quality
- Mentoring/coaching
- Resources & support

Overview

“...not all pre-k programs successfully support early learning. It is decidedly not the case that just any pre-k program operating under just any circumstances will provide young children with the inputs they need to produce, let alone sustain, early developmental gains.”



- Curriculum
- Student progress monitoring
- Teacher qualifications
- Teacher/student ratio
- Family engagement
- Program evaluation
- Data reporting



All information contained in this webinar can be found in:

- Statute: TEC §29.164 – 29.172
- Commissioner's Rule: TAC §102.1003
- 86th Legislative Session: HB3

Teacher Qualifications

“One of the most consistent indicators of quality is the presence of qualified teachers who have attained a bachelor’s degree and some additional specialized content in child development or early childhood education.”

Barnett, W. S. (2003). Better teachers, better preschools: Student achievement linked to teacher qualifications. *Preschool Policy Matters*, 2. New Brunswick, NJ: NIEER.

Whitebook, M. (2003). *Bachelor's degrees are best: Higher qualifications for pre-kindergarten teachers lead to better learning environments for children*. Washington, DC: The Trust for Early Education.

Options	Appropriately certified to teach early childhood	Additional qualification
Option #1	Yes	Has a Child Development Associate Credential (CDA)
Option #2	Yes	Has a Montessori certification
Option #3	Yes	Has taught for at least 8 years in a nationally accredited child care program
Option #4	Yes	Has a degree in ECE, Special Education–ECE or a non-ECE degree with 15 units of ECE-specific coursework
Option #5	Yes	Completion of TSR – Comprehensive program
Option #6	Yes	Has completed 150 hours of professional development in ECE-specific topics; 75 of the 150 hours being in a mentoring/coaching relationship
Option #7	Yes	Completes 30 hours of ECE-specific professional development annually with 15 of the 30 hours being in a mentoring/coaching relationship until 150 hours are documented

Child Development Associate (CDA)

- Credential given by the Council for Professional Recognition
- Numerous vendors, including Children's Learning Institute (CLI)
- Steps:
 - 120 hours of education
 - Application
 - 480 hours of experience
 - Verification visit
 - Exam
 - Portfolio
 - Family Questionnaires

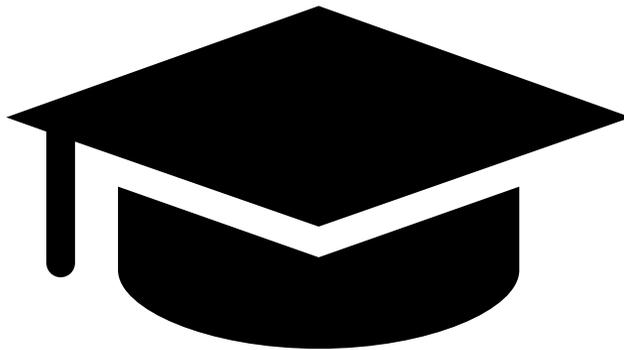
Montessori Certification

- Must get certification from one of two accredited training centers
 - Limited availability
- Requirements are different
 - Usually requires a BA/BS degree
 - Academic component (approximately 300 hours)
 - Practicum component (usually a one-year internship)

Teaching in an Accredited Site

- Eight years of teaching experience
- Examples of national accreditations:
 - Accredited Professional Preschool Learning Environment (APPLE)
 - American Montessori Society (AMS)
 - Association of Christian Schools International (ACSI)
 - Council on Accreditation (COA)
 - National Accreditation Commission for Early Care and Education Programs (NAC)
 - National Association for the Education of Young Children (NAEYC)
 - National Early Childhood Program Accreditation (NECPA)

- Undergraduate or graduate degree
 - Early childhood education
 - Early childhood special education
- Non-early childhood degree
 - Minimum of 15 hours of early childhood-specific coursework



- 3-year intensive teacher intervention
- Core set of 26 trainings (128.5 hours)
- Available from Children's Learning Institute



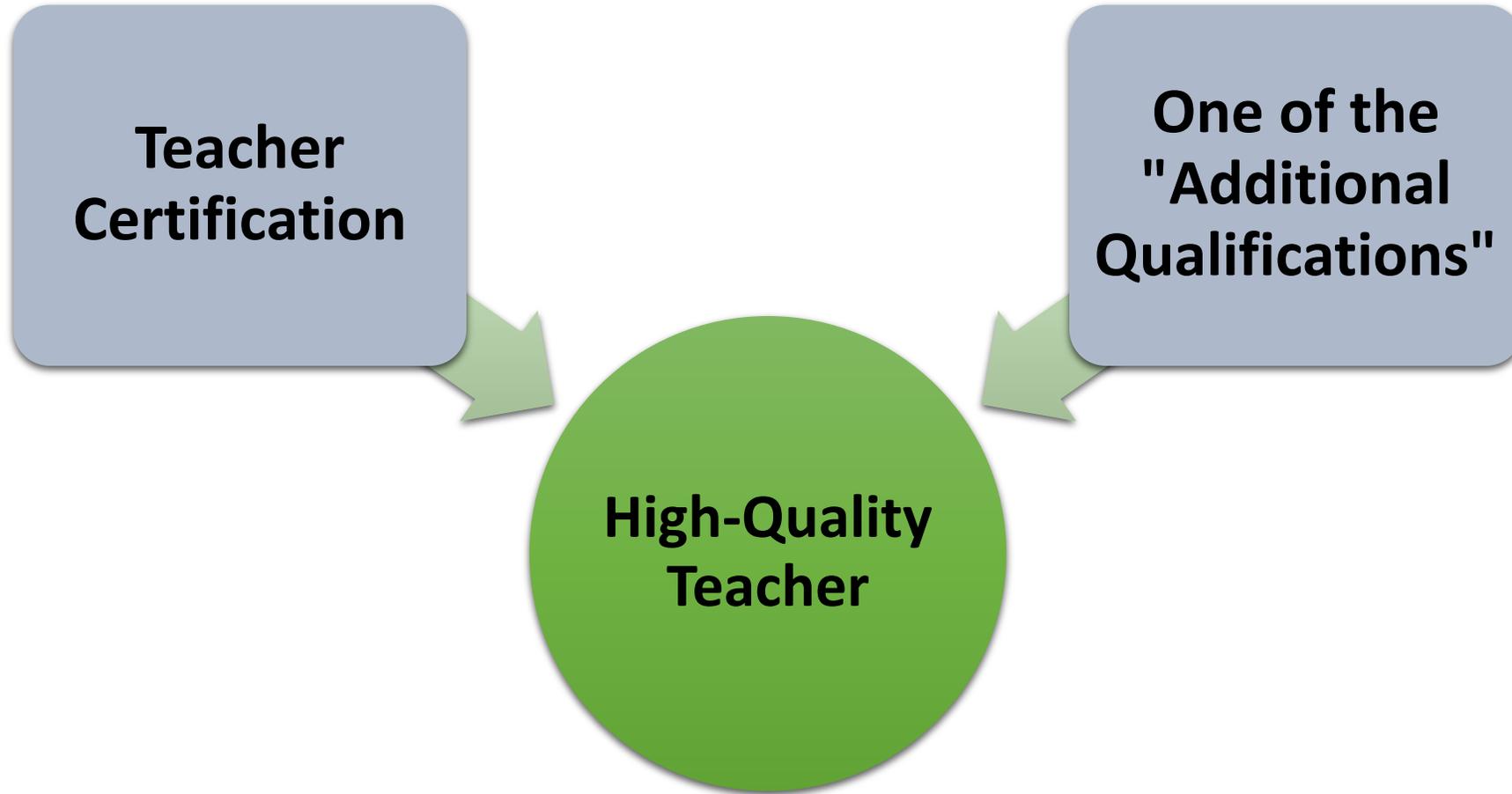
Employed with 150 Hours of PD

- Has current teaching assignment in prekindergarten class
- Completed 150 documented hours of professional development in last 5 years:
 - 2015 Texas Prekindergarten Guidelines
 - Student progress monitoring to inform classroom instruction
 - Improving the prekindergarten classroom environment
 - Improving teacher interaction with students as determined by evaluation tool
- Half of the 150 hours of documented professional development must include experiential learning, practical application and direct interaction with early childhood education specialists, mentors or instructional coaches

Employed with 30 Hours of Annual PD

- Has current teaching assignment in prekindergarten class
- Fifteen (15) hours of documented professional development annually:
 - 2015 Texas Prekindergarten Guidelines
 - Student progress monitoring to inform classroom instruction
 - Improving the prekindergarten classroom environment
 - Improving teacher interaction with students as determined by evaluation tool
- The additional hours done in the subsequent four years
- Fifteen (15) of the thirty (30) hours includes experiential learning, practical application and direct interaction with early childhood education specialists, mentors or instructional coaches

Prekindergarten Teachers



Question:

I have been a PK teacher for 20 years. I have 9 hours of specific ECE coursework within my degree; I have also taught in a nationally accredited site for 3 years. Have I met the additional qualifications requirement?

Answer:

Prekindergarten teachers serving eligible 4-year-old students must meet one of the seven options for the additional qualification. Options cannot be combined to create another option.

Question:

What is considered “early childhood-specific” coursework?

Answer:

Coursework that is early childhood-specific covers the age span birth through 2nd grade. This same definition applies to the professional development referenced in the “additional qualifications” options.

Higher Quality



Higher Quality
leads to
Positive Child Outcomes

Items to Ponder:

- Does the LEA consider other unique qualities in the hiring process that are beneficial when teaching young students?
- Could the paraprofessionals that work in the prekindergarten program also participate in the early childhood-specific professional development given to prekindergarten teachers?
- Is the professional development offered to prekindergarten teachers linked to the identified needs of students?

It is best practice that prekindergarten programs serving eligible 3-year-old students also adhere to the high-quality components referenced in statute and Commissioner's Rule.

Mentoring/Coaching

"The research literature supports the view that professional development done right--that is, content-specific training involving teacher teams, sustained efforts, and reinforced support with mentors and coaches-- can lead to increased teacher knowledge and desired classroom practice."

Hightower, A., Delgado, R., Lloyd, S., Wittenstein, R., Sellers, K. and Swanson, C. (2011). Improving student learning by supporting quality teaching: Key issues, effective strategies. *Editorial Projects in Education, Inc.* Bethesda, MD.

Option #6 & #7

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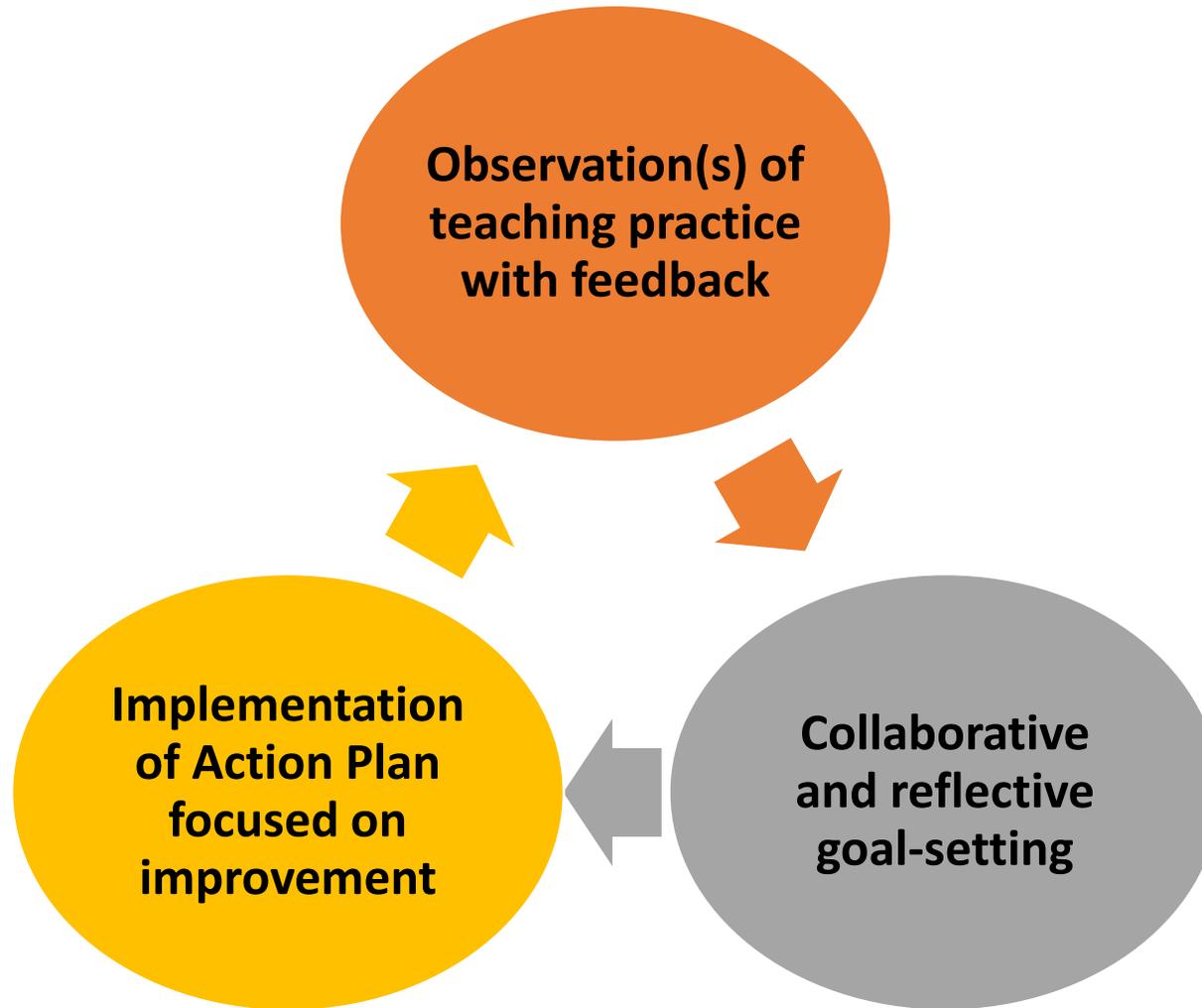
Core Elements of Mentoring/Coaching

- A one-to-one relationship between a mentor/coach and the protégé(s)
- On-the-job support that focuses on the development of specific early childhood education knowledge, skills or practices that can be used in daily work with children
- A shared commitment to continuous improvement to ensure positive outcomes for all children

Who Can Be a Mentor/Coach?

- An early childhood expert
- Early childhood staff from an ESC
- Instructional coach within/outside of school district
- Supervisor (supervisory responsibilities should be kept separate from mentoring/coaching)
- Principal or other leadership personnel with an early childhood background within a school district
- Coach from an early childhood agency
- Peer teacher who is considered an expert in ECE or in a specific early childhood skill or practice (30% rule)

Mentoring/Coaching Cycle



- Face-to-face interactions
- Professional Learning Communities (PLCs)
- Technology-based coaching
- Hybrid or combination of methods

All mentoring/coaching delivery models should contain:

- Observation(s) of teaching practice with feedback
- Collaborative and reflective goal setting
- Implementation of action plan focused on improvement

- **Elements to document:**
 - Name of mentor/coach
 - Name of staff member
 - Focus of mentoring/coaching (ECE-specific topic)
 - Time spent in mentoring/coaching activities

Resources & Support

- Children's Learning Institute (CLI) <https://www.childrenslearninginstitute.org/>
- Education Service Centers http://tea.texas.gov/regional_services/esc/
- Texas Early Childhood Professional Development System (TECPDS) <https://tecpds.org/>
- *Partners in Action: A Mentoring Toolkit for Early Childhood Providers:* [https://www.earlylearningtexas.org/media/23607/0 final texas mentoring 7-8-13.pdf](https://www.earlylearningtexas.org/media/23607/0_final_texas_mentoring_7-8-13.pdf)
- *Early Childhood Program Self-Assessments* https://tea.texas.gov/Academics/Early_Childhood_Education/High-Quality_Early_Childhood_Program_Self-Assessment/

High-Quality Checklist

Prekindergarten High-Quality Measure – Teacher Qualifications	Proficiency	Proficiency in Progress	Follow-Up
Each prekindergarten teacher has a Texas certification that enables them to teach prekindergarten.			
Each prekindergarten teacher has or is completing one of the “additional qualifications.”			
The school district or charter maintains the appropriate records to document each prekindergarten teacher’s certification and “additional qualification(s).”			
Each prekindergarten teacher (Option #7) participates in at least thirty (30) hours of professional development annually.			
Each prekindergarten teacher’s (Option #7) professional development activities include at least fifteen (15) hours of mentoring/coaching.			
Each prekindergarten teacher’s professional development is developed for their individual needs.			
All professional development conducted with prekindergarten staff is focused on early childhood education topics.			
Professional development is conducted for paraprofessionals who work within a prekindergarten classroom.			
The school district or charter keeps the appropriate records to document prekindergarten staff completion of professional development activities, including mentoring/coaching.			
The school district or charter uses both resources within and outside the district/charter to conduct professional development for its prekindergarten staff.			
The school district has a system in place to evaluate the effectiveness of their professional development activities in relationship to increased positive child outcomes.			



Support

Website

<https://tea.texas.gov/earlychildhoodeducation.aspx>

Phone/email support

earlychildhoodeducation@tea.texas.gov

“Every child deserves a CHAMPION, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.”

- Rita Pierson -