

**Item 19:****Discussion of New Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators, §230.27, Requirements for Prospective Performance-Based Pedagogy Examinations****DISCUSSION**

**SUMMARY:** This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss new 19 Texas Administrative Code (TAC) Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators, §230.27, Requirements for Prospective Performance-Based Pedagogy Examinations, that would set procedures and uniform minimum requirements that would allow the SBEC to identify performance-based pedagogy examinations for the SBEC to consider adopting as alternatives to edTPA.

**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, and 21.048(a). The statutory authority for 19 TAC §230.21 is the Texas Education Code (TEC) §§21.041(b)(1), (2), and (4); 21.044(a); 21.048; 21.050; 22.082; and Texas Occupations Code (TOC), §54.003.

**FUTURE ACTION EXPECTED:** Texas Education Agency (TEA) staff plan to bring this item for proposal at the July 2022 SBEC meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The SBEC rules in 19 TAC Chapter 230 specify the testing requirements for initial certification and for additional certificates based on examination. These requirements ensure educators are qualified and professionally prepared to instruct the schoolchildren of Texas.

At the February 2022 SBEC meeting, the SBEC discussed adopting edTPA as a performance-based pedagogy examination for educator certification to replace the current required Pedagogy and Professional Responsibility examination. The SBEC directed TEA staff to explore how to identify other performance-based pedagogy examinations that the SBEC could consider adopting as additional options for pedagogy certification exams for educator certification.

Proposed new §230.27, Requirements for Prospective Performance-Based Pedagogy Examinations, would create a process and standard minimum requirements that would allow TEA staff, at the SBEC's request, to identify and vet performance-based pedagogy examinations for the SBEC to consider for possible adoption as certification examinations. The proposed new rule would create requirements for a Request for Proposal seeking an examination that:

- Aligns with the Texas teacher standards, the Texas Essential Knowledge and Skills (TEKS), and Prekindergarten Guidelines;
- Demonstrates teacher candidates' effective teaching through the collection and evaluation of authentic evidence of teacher practice that is grade-band and subject-

- specific to the certification the candidate seeks, including evidence of planning, instruction, and assessment, in a classroom setting;
- Meets or exceeds relevant nationally recognized professional and technical standards, as established by the Standards for Educational and Psychological Assessment;
  - Is accessible and valid to all candidates for teacher certification, including those with disabilities;
  - Provides the required data to TEA staff and educator preparation programs to complete any applicable federal or state reporting;
  - Supports and provides services to TEA staff, educator preparation programs, and candidates for the proposed exam(s) by having an informational website and access to customer support for all aspects of administration including registration, task submission, and technical support;
  - Supports approved educator preparation programs in the incorporation of the performance assessment into their curricula, including providing a preparation manual and examination implementation guides, in person and virtual training on the examination, and ongoing technical assistance support for the educator preparation programs.
  - Includes a plan to administer, score and report examination(s) within twenty-eight days following administration to TEA;
  - Provides a plan to convene performance standard-setting committees to advise TEA;
  - Includes a plan for implementation of changes as required by legislation or action by SBEC, the State Board of Education (SBOE), or the Commissioner of Education;
  - Prices the proposed examination(s) so that examination fees for candidates will be equal to or less than the existing performance-based pedagogy examination for teachers; and
  - Provides a guarantee that TEA will not bear any expenses including but not limited to the preparation, registration, administration and scoring of the proposed examination(s).

During the April 2022 SBEC meeting, TEA staff will provide the Board with additional information about RFP development and state procurement processes.

**PUBLIC AND STUDENT BENEFIT:** The public and student benefit anticipated as a result of the proposed rulemaking would be clear requirements to identify rigorous, relevant, and reliable examinations that can better determine the preparation and skills of classroom teachers upon entry into the profession, and thereby ensure retention of these qualified professionals for years to come.

**Staff Member Responsible:**

Jessica McLoughlin, Director, Educator Standards, Testing, and Preparation

**Attachment:**

Proposed New §230.27, [Requirements for Prospective Performance-Based Pedagogy Examinations](#)  
(Attachment)

ATTACHMENT  
(Back to Attachments List)  
Text of Proposed New

## Chapter 230. Professional Educator Preparation and Certification

### Subchapter C. Assessment of Educators

#### §230.27 Requirements for Prospective Performance-Based Pedagogy Examinations.

- (a) On a vote of the SBEC to identify performance-based pedagogy examinations for educator certification that the SBEC may consider adopting in addition to the performance-based pedagogy examinations already required in §230.21(e), TEA staff will issue a Request for Proposal in accordance with Texas Government Code Chapter 2155. The Request for Proposal for performance-based pedagogy examinations must require that the examination program proposed in response:
- (1) Aligns with the Texas teacher standards as prescribed in §235 Classroom Teacher Certification Standards, §149.1001 Teacher Standards, and, as applicable, the Texas Essential Knowledge and Skills (TEKS), and Prekindergarten Guidelines;
  - (2) Demonstrates teacher candidates' effective teaching that can raise students' academic performance, including grade-band and subject specific requirements aligned to Chapter 233 of this title, Categories of Classroom Teaching Certificates, and the collection and evaluation of authentic evidence of teacher practice with evidence of planning, instruction, and assessment in a classroom setting;
  - (3) Meets or exceeds relevant nationally recognized professional and technical standards, as established by the Standards for Educational and Psychological Assessment published jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education;
  - (4) Is accessible and valid to all candidates for teacher certification, including those with disabilities, and must meet all provisions prescribed in §230.21, Educator Assessment, §230.23, Testing Accommodations for Persons with Dyslexia, and the field-testing and minimum score requirements of TEC §21.048(b);
  - (5) Provides the required data to TEA staff and educator preparation programs to complete any applicable federal or state reporting requirements by providing TEA and educator preparation programs access to web-based data reporting tools that allow users to generate standard and custom reports using historical data and current candidate data for the proposed examination at both the individual-program and statewide level, and with custom reports available for both aggregate and candidate-level data down to both domain and competency-level;
  - (6) Supports and provides services to TEA staff, educator preparation programs, and candidates for the proposed examination(s) by having an informational website and access to customer support for all aspects of administration including registration, task submission, and technical support;
  - (7) Supports approved educator preparation programs in the incorporation of the performance assessment into their curricula, including providing a preparation manual and examination implementation guides, in person and virtual training on the examination at least bi-monthly that is accessible to all educator preparation program faculty and staff and local education agency (LEA) staff, and ongoing technical assistance support for the educator preparation programs;
  - (8) Demonstrates the ability to administer, score and report examination(s) within twenty-eight days following administration to TEA by secure file transfer protocol (SFTP) format as designated by TEA with at least two examination reporting periods provided monthly per proposed examination, including candidate and client support and services, information dissemination; approval and implementation of testing accommodations; scoring processes, including holistic and analytic scoring, and quality assurance measures; candidate registration and score reporting; maintenance

of historical and future examination records, candidate data, psychometric data, and documentation; producing psychometric data and reports; and creating and maintaining systems for receiving test eligibility and recommendation data from TEA to determine candidate registration eligibility;

- (9) Provides a plan to convene performance standard-setting committees to advise TEA that includes proposer contacting and corresponding with committee members and other project participants, organizing all meeting arrangements and funding all committee-related expenses, and actively recruiting and maintaining a comprehensive and searchable database of potential committee members who are public school and preparation program educators, approved by TEA or SBEC, with recent, relevant campus/district experience and demonstrated track records of improving student outcomes, who represent diversity in demographic, experience, location in Texas, and other relevant factors;
  - (10) Includes a plan for implementation of changes as required by legislation or action by SBEC, the State Board of Education (SBOE), or the Commissioner of Education;
  - (11) Prices the proposed examination(s) so that the cost to candidates taking the examination is equal to or less than the performance-based pedagogy examinations for teachers identified in §230.101(C), Schedule of Fees for Certification Services, and utilizes the TEA eligibility and demographic services to ensure that only approved Texas candidates are allowed to register for and complete the assessment; and
  - (12) Provides a guarantee that TEA will not bear any expenses associated with the examination, including but not limited to the preparation, registration, administration and scoring of the proposed examination(s).
- (b) Additional requirements identified by TEA staff may be added to the Request for Proposal.
- (c) TEA staff will present the examination(s) identified through the Request for Proposal to the SBEC with a recommendation on whether the SBEC should adopt the identified examination(s) in addition to the examinations already identified in §230.21(e).
- (d) The SBEC will review the identified examination(s) and direct the TEA staff on whether to begin the rulemaking process.