



High-Quality Prekindergarten Components: Teacher Qualifications (Abbreviated Version)

Early Childhood Education Division



Presentation Agenda

- Overview of high-quality prekindergarten components referenced in HB3
- High-quality prekindergarten component – Teacher qualifications
 - Options
 - Meeting requirements
- Mentoring/coaching
- Resources & support

Overview

High-Quality Prekindergarten Components

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

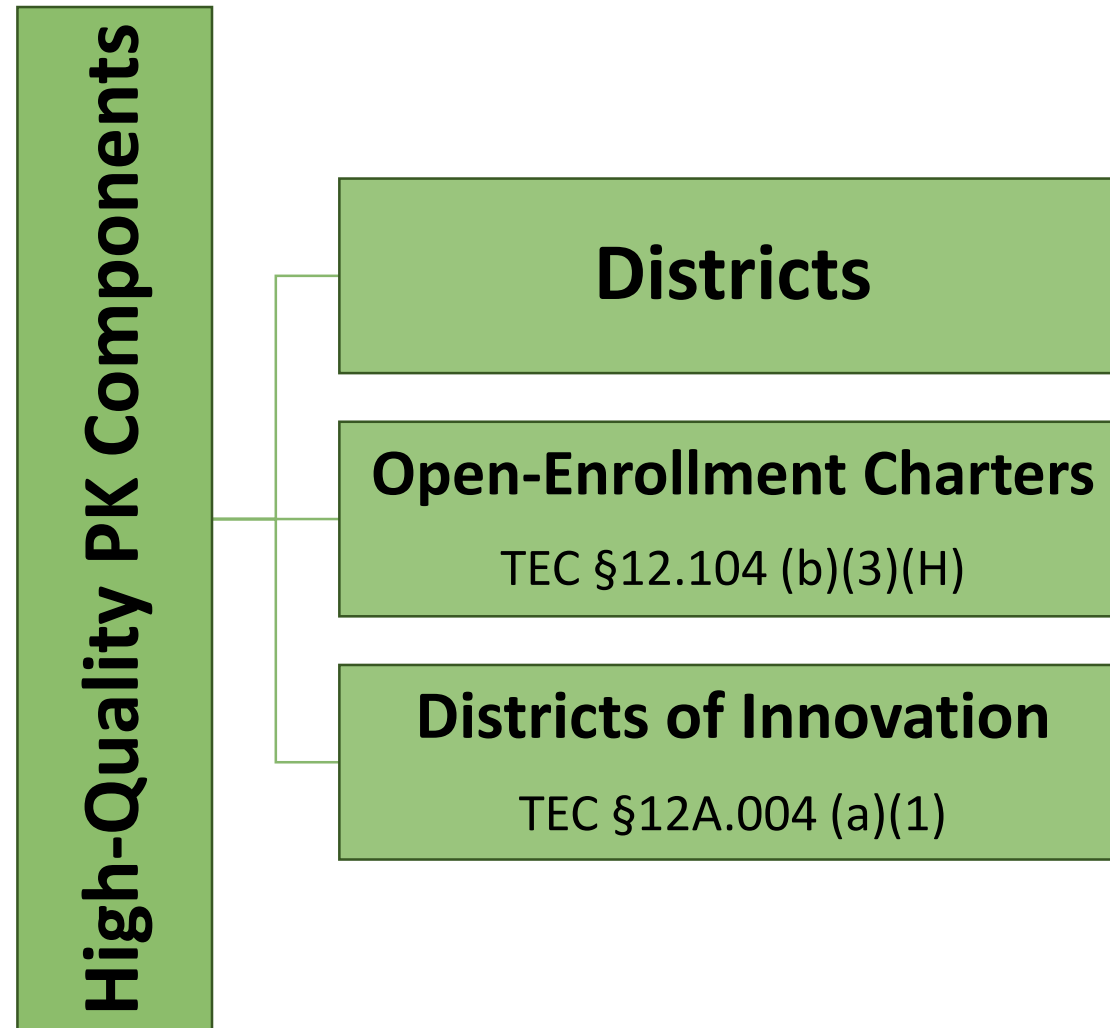




All information contained in this webinar can be found in:

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

Applies to All PK Programs Serving Eligible 4's

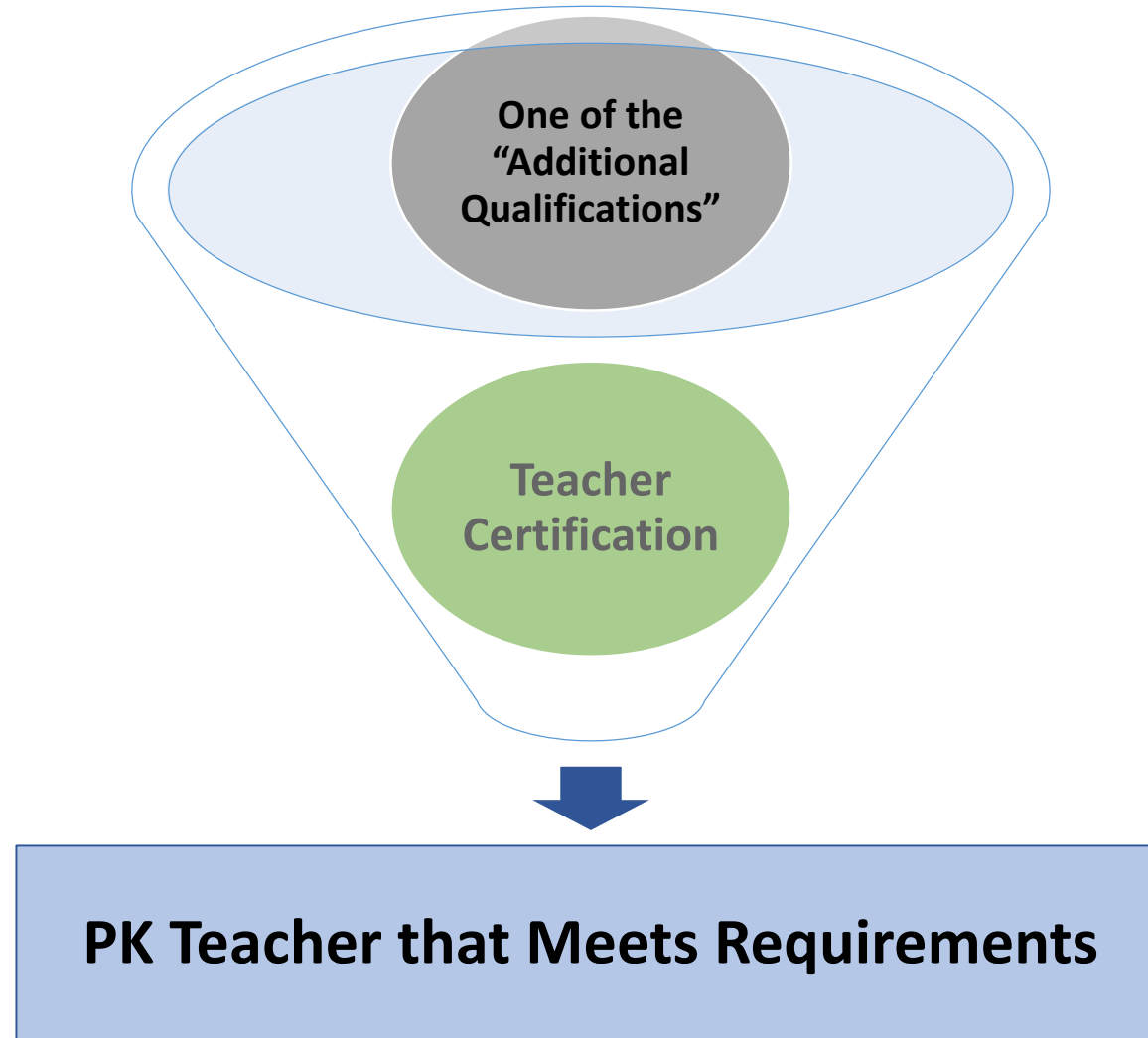


Teacher Qualifications

Teacher Qualifications - Options

Options	Appropriately certified to teach early childhood	Additional qualification
Option #1	Yes	Has a Child Development Associate Credential (CDA)

Prekindergarten Teachers



Mentoring/Coaching

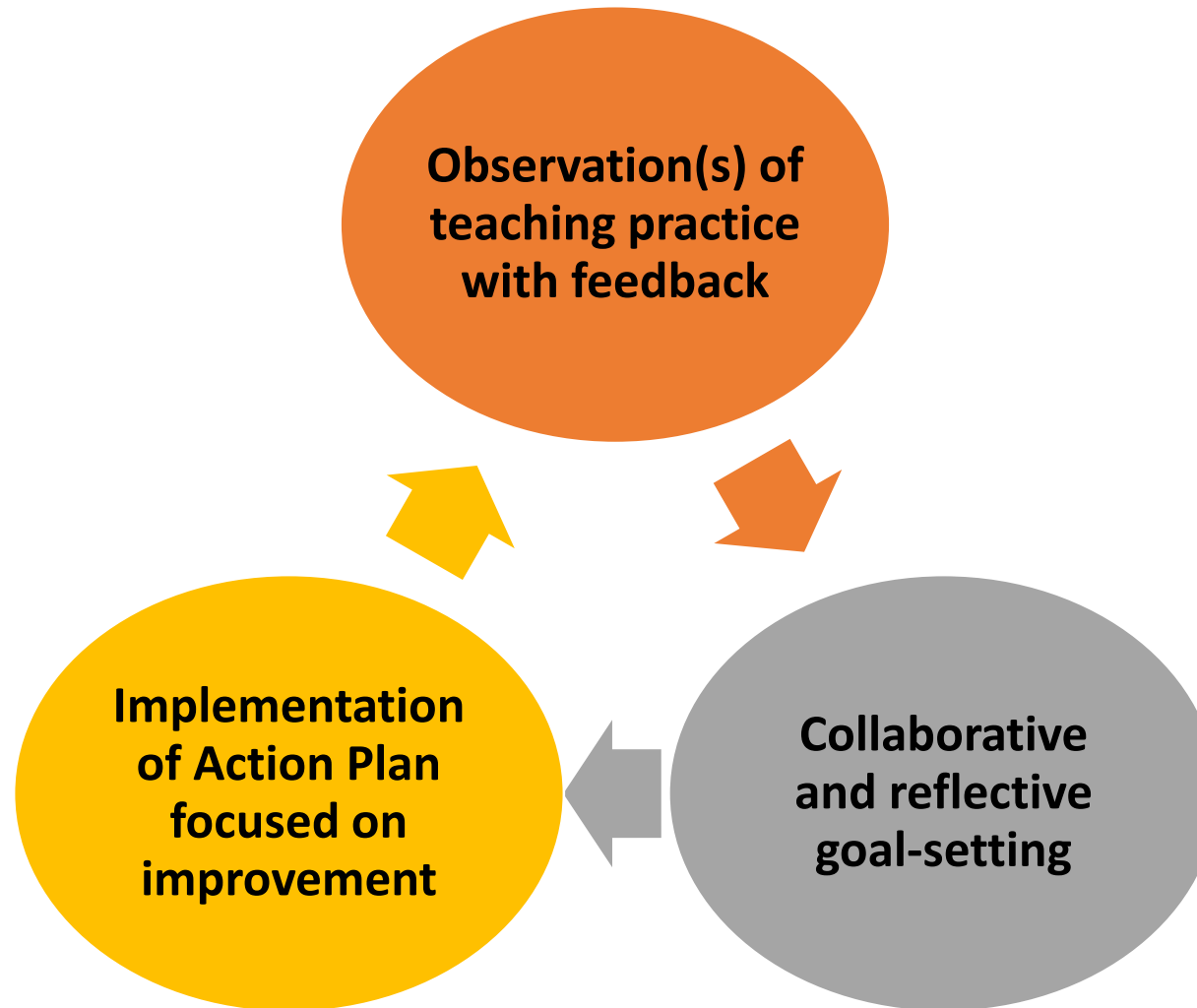
Option #6 & #7

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

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



Delivery Models

- 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

- FAQs <https://tea.texas.gov/academics/early-childhood-education/high-quality-prekindergarten-faq#TeacherQ>
- 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/

Website

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

Phone/email support

HQPK@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 -