

ATTACHMENT I

Figure: 19 TAC §30.1(a)

STATE BOARD OF EDUCATION
Petition for Adoption of a Rule

The Texas Government Code, §2001.021, provides that any interested person may petition an agency requesting the adoption of a rule.

Petitions should be signed and submitted to:

Commissioner of Education
Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494

Name: Lacy Cannon

Affiliation/Organization (if applicable): Texas Speech Communication Association

Address: 6716 Terryville Dr., Amarillo, TX 79109

Telephone: 806-683-6011

Date: 8-8-2022

Texas Government Code, §2001.021, specifies that an interested person must meet one of the following criteria. Please check all of the following that apply to you.

- resident of Texas
- business entity located in Texas
- governmental subdivision located in Texas
- public or private organization located in Texas that is not a state agency

Proposed rule text (indicate words to be added or deleted from the current text):

in 19 TAC§74.12(7) add

"(C) In accordance with local district policy, credit may be earned through participation in Oral Interpretation I, II, or III.

(D) No more than four substitution credits may be earned through any combination of substitutions allowed in subparagraph (C) of this paragraph."

Statutory authority for the proposed rule action:

Texas Education Code, §§7.102(c)(4); 28.002; and 28.025

Why is this rule action necessary or desirable?

The State of Texas foundation graduation plan requires that students earn at least one credit in the fine arts (19 TAC§74.12(b)(7)). The position of the Texas Speech Communication Association (TSCA) is that fine arts education is essential to producing well-rounded citizens, and TSCA embraces research showing the ability of the arts to promote prosocial behavior, social connectedness, and overall mental health and well-being (Tymozuk et al., 2021). TSCA encourages growth of and participation in the fine arts.

(If more space is required, attach additional sheets.)


Petitioner's Signature

**Texas Speech Communication Association Position Paper:
Enhancing Student Choice by Allowing Oral Interpretation to Fulfill ELA Elective Credit
and Fine Arts Credit**

It is the position of TSCA that the goal of increasing student participation in the arts and the goal of increasing student choice would be well served by allowing students to earn up to one credit in the fine arts through participation in Oral Interpretation. To this end, TSCA proposes that 19 TAC§74.12(7) (Foundation High School Program, Fine Arts) be amended to add:

“(C) In accordance with local district policy, credit may be earned through participation in Oral Interpretation I, II, or III.”

Such a change would not be without precedent. The Texas Education Agency recognizes that students participating in marching band and dance engage in both physical activity and in the fine arts. As such, students in marching band and dance may earn both fine arts credit as well as up to one credit of physical education for participation in those activities (19

TAC§74.12(b)(6)(D)(ii)). Oral Interpretation represents another class in which students engage in two disciplines. In Oral Interpretation, students are simultaneously immersed in English Language Arts and in the Fine Arts. TSCA notes that mastery of the Oral Interpretation TEKS is by its very nature a performative endeavor. The Oral Interpretation TEKS mention “perform” or “performance” 20 different times (19 TAC§110.59). Indeed, through Oral Interpretation, students “embrace literature and give life to its performance” (Guerra & Powell, 2019).

It is not the position of TSCA that Oral Interpretation ought to be moved from 19 TAC§110 to 19 TAC§117. Oral Interpretation exemplifies the purposes of the English Language Arts (ELA) because it embodies “the interconnected nature of listening, speaking, reading, writing, and thinking” (19 TAC§110.36(b)(1)). As such, the placement of Oral Interpretation in the ELA TEKS is entirely appropriate. However, Oral Interpretation is also a quintessential example of a subject that embraces the fine arts. Through the study, analysis, and verbal performance of literature, students develop an appreciation for and more thorough grasp of the fine arts. In Oral Interpretation students gain “unique experiences” that empower them to “explore realities, relationships, and ideas” thus fulfilling a foundational description of fine arts education in the state of Texas (see 19 TAC§117). Indeed, Oral Interpretation is “a communication art” (19 TAC§110.59(b)(1)). Thus, TSCA contends that students engaged in Oral Interpretation should have the option of earning up to one hour of fine arts credit in addition to the ELA elective credit they currently receive.

(I) recognize literal and symbolic meanings, universal themes, or unique aspects of the text.

b. Creative Expression: Performance

(6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:

- (A) justify the use or nonuse of manuscript or other aids;
- (B) justify strategies for the use of focus, gesture, and movement;
- (C) justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause;
- (D) justify the use of dialect, pronunciation, enunciation, or articulation; and
- (E) use research, analysis, personal experiences, and responses to the literature to justify performance choices.

(7) Rehearsal and performance. The student uses insights gained from research and analysis to rehearse and perform literature for a variety of audiences and occasions. The student is expected to:

- (A) use effective rehearsal strategies to promote internalization and visualization of the text;
- (B) use appropriate rehearsal strategies to develop confidence and enhance effective communication of the text to an audience in individual and group performance;
- (C) participate in effective group decision-making processes to prepare and present group performances; and
- (D) present individual and group performances.

c. Creative Expression: Production

(2) Selection. The student selects literature for performance. The student is expected to:

- (A) select literature appropriate for the reader, the audience, and the occasion;
 - (B) apply standards of literary merit when selecting literature for individual or group performance;
- (C) choose literature that can be appropriately adapted; and
- (D) select performance materials from a variety of literary genre.

- (G) identify descriptive phrases, figures of speech, stylistic devices, and word choices to analyze the imagery in the text;
- (H) trace the emotional progression of the text; and
- (I) recognize literal and symbolic meanings, universal themes, or unique aspects of the text.

(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:

- (A) listen critically and appreciatively and respond appropriately to the performances of others;
- (B) analyze and evaluate various performance styles;
- (C) use a variety of techniques to evaluate and critique one's own and others' performances; and
- (D) set goals for future performances based on evaluation.

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