

Item 11:**Consider and Take Appropriate Action on Proposed Revisions to 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions, and Subchapter D, Secondary School Certificate Standards****DISCUSSION AND ACTION**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) with an opportunity to discuss and propose revisions to 19 Texas Administrative Code (TAC) Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions, and Subchapter D, Secondary School Certificate Standards. The proposed revisions would add the Texas Essential Knowledge and Skills (TEKS)-based certification standards; would add reference to the new certification standards for the Trade and Industrial Workforce Training: Grades 6-12 certificate to implement the statutory requirements of House Bill (HB) 3349, 85th Texas Legislature, Regular Session, 2017; and would clarify the effective date of Subchapter D.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 235, Subchapter A, is Texas Education Code (TEC), §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4). The statutory authority for 19 TAC Chapter 235, Subchapter D, is TEC, §§21.0442(a) and (c), as added by HB 3349, 85th Texas Legislature, Regular Session, 2017, and 21.040(4).

TEC, §21.003(a), states that 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 the TEC, Chapter 21, Subchapter B.

TEC, §21.031, authorizes the SBEC to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators, and states that in proposing rules under the TEC, Chapter 21, Subchapter B, the SBEC 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.

TEC, §21.040(4), states that the SBEC shall, for each class of educator certificate, appoint an advisory committee composed of members of that class to recommend standards for that class to the board.

TEC, §21.041(b)(1), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B.

TEC, §21.041(b)(2), requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates.

TEC, §21.041(b)(4), requires the SBEC to propose rules that specify the requirements for the issuance and renewal of an educator certificate.

TEC, §21.0442(a), as added by HB 3349, 85th Texas Legislature, Regular Session, 2017, requires the SBEC to create an abbreviated educator preparation program (EPP) for trade and industrial workforce training.

TEC, §21.0442(c), as added by HB 3349, 85th Texas Legislature, Regular Session, 2017, requires the SBEC to ensure that an EPP requires at least 80 hours of instruction for a candidate seeking a Trade and Industrial Workforce Training certificate.

EFFECTIVE DATE: If approved for filing as proposed in October 2018 and if adopted, subject to State Board of Education (SBOE) review, at the December 2018 SBEC meeting, the proposed effective date of the proposed revisions to 19 TAC Chapter 235, Subchapters A and D, would be March 10, 2019 (20 days after filing as adopted with the *Texas Register*). The proposed effective date is based on the SBEC and SBOE meeting schedules.

PREVIOUS BOARD ACTION: The SBEC adopted §235.1 and §235.89 on December 8, 2017, effective March 8, 2018.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC is statutorily authorized to ensure that all candidates for certification demonstrate the knowledge and skills necessary to improve the performance of the diverse population of this state. The standards serve as the base for training provided by EPPs and for the subsequent educator certification assessments.

The SBEC rules in 19 TAC Chapter 235, Classroom Teacher Certification Standards, specify the educator standards for the classroom teacher class of certificates. The educator standards are the basis for EPP design to effectively prepare beginning classroom teachers and the foundation for the certification examinations.

The following is a description of the proposed revisions to 19 TAC Chapter 235 that implement recent legislation and incorporate feedback from the standards advisory committee.

TEKS-Based Certificate Standards

§235.1. General Requirements.

To incorporate all educator standards for the classroom teacher class into Chapter 235, the proposed language regarding TEKS-Based Certificate Standards is provided in Attachment II.

The educator standards refer to the student expectations found in the relevant TEKS and English Language Proficiency Standards. Connecting the educator standards to student expectations would allow for the standards and subsequent training and assessment to remain accurate as the student expectations are updated.

Trade and Industrial Workforce Training: Grades 6-12 Standards

§235.63. Pedagogy and Professional Responsibilities Standards, Trade and Industrial Workforce Training: Grades 6-12.

The proposed educator standards for the classroom teacher class would implement the statutory requirements of HB 3349 regarding the creation of the Trade and Industrial Workforce Training: Grades 6-12 certificate. Due to the condensed number of preparation hours for

teacher candidates as required in HB 3349, Texas Education Agency (TEA) staff worked with a standards advisory committee to narrow and prioritize the standards for beginning teachers. In addition, TEA staff and the advisory committee sought to further prioritize the standards needed to meet the needs of students in trade and industrial education courses and consider the entry point of teacher candidates. The proposal would reflect an implementation date of September 1, 2018.

§235.89. Implementation Date, Grades 7-12.

An amendment would be made to specify that unless otherwise indicated, the implementation date of Subchapter D applies to a candidate who is admitted to an EPP for the classroom teacher certificate class on or after September 1, 2018.

Attachment II provides the pedagogy and professional responsibility standards for Trade and Industrial Workforce Training: Grades 6-12 certificate written in rule text. Attachment III provides a summary of the process of developing the Trade and Industrial Workforce Training Standards for Grades 6-12.

FISCAL IMPACT: The TEA staff has determined that there is no additional fiscal impact on state and local governments and that there are no additional costs to persons or entities required to comply with the proposed rule actions. In addition, there is no direct adverse economic impact for small businesses, microbusinesses, and rural communities; therefore, no regulatory flexibility analysis, specified in Texas Government Code (TGC), §2006.002, is required. There is no effect on local economy; therefore, no local employment impact statement is required under TGC, §2001.002. The proposed rule actions do not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, are not subject to TGC, §2001.0045.

GOVERNMENT GROWTH IMPACT: The TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the proposed 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.

PROCEDURAL AND REPORTING IMPLICATIONS: The proposed revisions would have no additional procedural and reporting implications.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: The proposed revisions would have no additional locally maintained paperwork requirements.

PUBLIC COMMENTS: The public comment period on the proposal begins October 26, 2018 and ends November 26, 2018. The SBEC will take registered oral and written comments on this item at the December 7, 2018 meeting in accordance with the SBEC board operating policies and procedures.

ASSOCIATE COMMISSIONER'S RECOMMENDATION: I recommend that the State Board for Educator Certification:

Approve the proposed revisions to 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions, and Subchapter D, Secondary School Certificate Standards, to be published as proposed in the *Texas Register*.

Staff Members Responsible:

Grace Wu, Project Manager, Educator Support
Rachael Early, Program Specialist, Educator Support

Attachments:

- I. Statutory Citations
- II. Text of Proposed Revisions to 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions, and Subchapter D, Secondary School Certificate Standards
- III. Trade and Industrial Workforce Training: Grades 6-12 Standards Development Process

ATTACHMENT I**Statutory Citations Relating to
19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions, and Subchapter D, Secondary School Certificate Standards****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, §21.040(4), General Powers and Duties of the Board (excerpts):

- (4) for each class of educator certificate, appoint an advisory committee composed of members of that class to recommend standards for that class to the board;

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;

Texas Education Code, §21.0442, Educator Preparation Program for Probationary and Standard Trade and Industrial Workforce Training Certificates, as added by House Bill (HB) 3349, 85th Texas Legislature, Regular Session, 2017 (excerpts):

- (a) The board shall propose rules under this subchapter to create an abbreviated educator preparation program for a person seeking certification in trade and industrial workforce training.
- (c) In proposing rules for an educator preparation program under this section, the board shall ensure that the program requires at least 80 hours of classroom instruction in:
- (1) a specific pedagogy;
 - (2) creating lesson plans;
 - (3) creating student assessment instruments;
 - (4) classroom management; and
 - (5) relevant federal and state education laws.

ATTACHMENT II
Text of Proposed Revisions to 19 TAC

Chapter 235. Classroom Teacher Certification Standards

Subchapter A. General Provisions

§235.1. General Requirements.

- (a) The knowledge and skills identified in this section must be used by an educator preparation program in the development of the curricula and coursework as prescribed in §228.30 of this title (relating to Educator Preparation Curriculum) and serve as the basis for developing the examinations as prescribed in §230.35 of this title (relating to Development, Approval, Implementation, and Evaluation of Teacher Certification Standards).
- (b) Unless provided otherwise in this title, the content area and grade level of a certificate category as well as the standards underlying the certification examination for each shall include the following: ~~category are aligned with the Texas Essential Knowledge and Skills curriculum adopted by the State Board of Education, as prescribed in §233.1(c) of this title (relating to General Authority):~~
- (1) the relevant Texas Essential Knowledge and Skills (TEKS) curriculum adopted by the State Board of Education, as prescribed in §74.1 of Part II of this title (relating to Essential Knowledge and Skills);
 - (2) the English Language Proficiency Standards (ELPS) adopted by the State Board of Education, as prescribed in §74.4 of Part II of this title (relating to English Language Proficiency Standards);
 - (3) the relevant knowledge and application of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills; and
 - (4) the relevant grade-banded Pedagogy and Professional Responsibilities Standards, specifically including how to effectively address the needs of all student populations.
- (c) A person must satisfy all applicable requirements and conditions under this title and other law to be issued a certificate in a category. A person seeking an initial standard certification must pass the appropriate examination(s) as prescribed in §230.21 of this title (relating to Educator Assessment).

Subchapter D. Secondary School Certificate Standards

§235.63. Pedagogy and Professional Responsibilities Standards, Grades 6-12, Trade and Industrial Workforce Training.

- (a) Grades 6-12 pedagogy and professional responsibilities (PPR) standards. The PPR standards identified in this section are targeted for classroom teachers of students in Grades 6-12 Trade and Industrial Workforce Training courses. The standards address the discipline that deals with the theory and practice of teaching to inform skill-based training and development. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgments, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the Commissioner's Teacher Standards in 19 TAC Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator Standards).
- (b) Instructional Planning and Delivery. Trade and Industrial Workforce Training Grades 6-12 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must:
- (1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;

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- (2) effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;
 - (3) connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;
 - (4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
 - (5) use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals;
 - (6) plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;
 - (7) ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction;
 - (8) monitor and assess students' progress to ensure that their lessons meet students' needs; and
 - (9) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
- (c) Knowledge of Student and Student Learning. Trade and Industrial Workforce Training Grades 6-12 classroom teachers work to ensure high levels of learning and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must:
- (1) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts; and
 - (2) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
- (d) Content Knowledge and Expertise. Trade and Industrial Workforce Training Grades 6-12 classroom teachers exhibit an understanding of content and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must:
- (1) organize curriculum to facilitate student understanding of the subject matter; and
 - (2) teach both the key content knowledge and the key skills of the discipline.
- (e) Learning Environment. Trade and Industrial Workforce Training Grades 6-12 classroom teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must:
- (1) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;
 - (2) arrange the physical environment to maximize student learning and to ensure that all students have access to resources;
 - (3) implement behavior management systems to maintain an environment where all students can learn effectively;
 - (4) maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning;
 - (5) maximize instructional time, including managing transitions; and
 - (6) manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

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- (f) Data-Driven Practices. Trade and Industrial Workforce Training Grades 6-12 classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must:
- (1) gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning; and
 - (2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
- (g) Professional Practices and Responsibilities. Trade and Industrial Workforce Training Grades 6-12 classroom teachers consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
- (h) Implementation Date. The provisions of this section apply to an applicant who is admitted to an educator preparation program for the Trade and Industrial Workforce Training: Grades 6-12 teacher certificate on or after September 1, 2019.

§235.89. Implementation Date, Grades 7-12.

Unless otherwise indicated, the [The] provisions of this subchapter apply to an applicant who is admitted to an educator preparation program for the Classroom Teacher Certificate on or after September 1, 2018.

ATTACHMENT III**Trade and Industrial Workforce Training: Grades 6-12 Standards Development Process**

- April 2018** Texas Education Agency (TEA) staff from the educator standards and Career and Technical Education (CTE) teams contacted teacher organizations, districts, educator preparation programs, and board members asking for outstanding educators, with an emphasis on seeking a variety of trade and teaching experiences. As a result, TEA identified eleven committee members representing districts, institutions of higher learning, education service centers, educator preparation programs, and current industry to serve on the standards advisory committee.
- June 1, 2018** TEA staff sent out required pre-work and pre-reading for committee members to complete.
- June 18, 2018** TEA staff conducted an in-person standards advisory committee meeting held at the American Institute for Research. TEA staff from the educator standards and CTE teams facilitated the committee.
- August 3, 2018** TEA staff presented advisory committee update and provided SBEC with drafted standards.
- August 6, 2018** TEA staff informed the advisory committee of the content at the SBEC board meeting.