

Item 13:

Discussion and Approval of Standards Advisory Committee

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) with an opportunity to approve the membership of the standards development advisory committee for Bilingual Education certification. The committee will work with staff to draft the educator standards that will subsequently define the content of the educator preparation programs (EPP) and certification examinations.

STATUTORY AUTHORITY: The statutory authority for the appointment of advisory committee members is TEC, §§21.031(b), 21.040(4), and 21.041(b)(4).

BACKGROUND INFORMATION AND JUSTIFICATION: SBEC is statutorily authorized to ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse population of this state. SBEC is also statutorily required to appoint advisory committee members to recommend standards for each class of certificate. The standards are the basis for the certification examinations and set the requirements for EPP curriculum and delivery. The development committees include practicing educators, school district personnel, experts, and EPP faculty. These individuals collaborate to draft educator standards or review existing educator standards to ensure that the educator standards align with the commissioner's educator standards, reflect best practices, and align with the current versions of the English Language Proficiency Standards that are adopted by the State Board of Education (SBOE).

Bilingual Education Committee

This item allows the SBEC to approve the standards advisory committee for Bilingual Education. Once approved by SBEC, TEA staff will convene the committee in June 2019 to draft and revise the educator standards. Staff has worked with the SBEC, EPPs, school districts, and professional associations to identify experts in the field to serve on this committee. The proposed list of members will be provided the day of the Board meeting as an extension of Attachment II. The standards advisory committee will build upon the Required Assessments for Bilingual Certification forum held on March 1, 2019. The purpose of that forum was to provide the SBEC with recommendations on the content and timing of the assessments required for Bilingual Certification. Attachment III provides a list of the process, members, and outcomes of that forum. The standards advisory committee will build on the forum recommendations and begin drafting the educator standards for Bilingual Certification that will serve as the basis for the certification examinations and set the requirements for EPP curriculum and delivery.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the work of the Standards Advisory Committee 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.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

Approve the members of the Bilingual Standards Advisory Committee as presented.

Staff Members Responsible:

Grace Wu, Director, Educator Standards, Testing, and Preparation

Beth Burkhart, Program Specialist, Educator Certification

Attachments:

- I. Statutory Citations
- II. Bilingual Education: Standards Advisory Committee Process and Proposed Members
- III. Bilingual Education: Required Assessments for Bilingual Certification Forum Process, Members, and Outcomes

ATTACHMENT I

Statutory Citations Related to Appointment of Advisory Committees

Texas Education Code, §21.031, Purpose:

- (a) 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. General powers and Duties of Board (excerpts):

- (a) The board shall:
 - (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:
 - (4) specify the requirements for the issuance and renewal of an educator certificate;

ATTACHMENT II

Bilingual Education: Standards Advisory Committee Process and Proposed Members

March 12, 2019	TEA staff sent out Standards Advisory Committee member applications
April 19, 2019	All committee member applications due
April 26, 2019	SBEC approves Standards Advisory Committee members
May 3, 2019	Standards Advisory Committee members notified
June 3, 2019	Bilingual Education Standards Advisory Committee in-person meeting

ATTACHMENT III**Bilingual Education: Required Assessments for Bilingual Certification Forum Process, Members, and Outcomes**

- January 8, 2019** TEA staff sent out forum member applications
- January 31, 2019** Applications closed; 124 received
- February 7, 2019** Forum members notified of selection
- February 21, 2019** TEA staff sent out required pre-reading
- March 1, 2019** TEA and TXCC staff convened the Required Assessments for Bilingual Certification forum. Forum participants met to determine the main concepts bilingual teachers need to master, when teachers must master these concepts, and if bilingual certification by exam should continue as is.

Bilingual Education Forum Committee Members

Name	Title	District/Organization	Region
Nydia Alvarez-Alonzo	Bilingual Teacher	Mission CISD	1
Hilda Arnold	Multilingual Director	Southwest Schools	4
Michelle Cardenas	Bilingual Teacher	Del Valle ISD	13
Mary Castanuela	Education Specialist	Education Service Center 15	15
Karina Chapa	Bilingual/ESL Director	Education Service Center 1	1
Yaneth Clifton	Principal	Lufkin ISD	7
Alma Contreas-Vanegas	Assistant Professor	Sam Houston State University	6
Paula Cushmanick	Bilingual Teacher	Mansfield ISD	11
Roberto Diaz	Bilingual/ESL Director	Bob Hope Schools	5
Sylvia Eubanks	Director of Bilingual/ESL Programs	Lufkin ISD	7
Ashley Fortner	Campus Instructional Coach	Dallas ISD	10
Veronica Galvan	Director of Curriculum and Instruction	Excellence in Teaching EIT ACP	1
Zaida Gonzalez	Bilingual/ESL Director	United ISD	1
Michael Guerrero	Professor	University of Texas–Rio Grande Valley	1
Hugo Hernandez	Bilingual/ESL Specialist	Edgewood ISD	20

Name	Title	District/Organization	Region
Sandra Jimenez	District Coordinator	Lubbock-Cooper ISD	17
Eileen Lebron Ocasio	Bilingual/ESL Specialist	Killeen ISD	12
Gilda Martinez	Assistant Professor	Texas A&M International	1
Hjamil Martinez-Vasquez	Bilingual Teacher	Crowley ISD	11
Erika Mein	Associate Dean	University of Texas–El Paso	19
Barbara Page	Bilingual Teacher	Midway ISD	12
Daniel Ruvalcaba	Lead Teacher/LEP Coordinator	Mesquite ISD	10
Maria Sofia Roque Rosales	Bilingual Teacher	Baker-Ripley Charter School	4
Ivonne Solano	Bilingual Teacher	Denton ISD	11
Patsy Sosa-Sanchez	Assistant Professor	University of North Texas–Dallas	10
Itzil Welch	Education Specialist	Education Service Center 4	4

Bilingual Education Forum Outcomes

What are main concepts bilingual teachers need to master?

1. Language proficiency in English and Spanish
 - a. Spanish and English fluency (reading, writing, listening, and speaking)
 - b. Academic competency in both languages (bilingual and biliterate)
2. Application of Texas content and language standards in bilingual education
 - a. Connection of English Language Proficiency Standards and Texas Essential Knowledge and Skills
 - b. TEKS in Spanish
 - c. College and Career Readiness Standards
 - d. Prekindergarten guidelines
3. Designing and implementing culturally responsive pedagogy
 - a. Cultural awareness and knowledge of students
 - b. Knowledge of history of bilingual education in Texas
 - c. Cultural knowledge of diverse families and community members
 - d. Apply culturally relevant pedagogy
4. Knowledge and understanding of state and federal policy, including program models
 - a. Knowledge of state programs
 - b. Knowledge of bilingual program models and goals
 - c. State laws concerning program models, Language Proficiency Assessment Committee, TEKS/ELPS, STAAR/Texas English Language Proficiency Assessment System
5. Advocacy for equity and access for diverse student populations
 - a. Language status, sociocultural factors, research, resources

6. Comprehensive understanding of assessments for linguistically diverse learners
 - a. Knowledge of assessment development and analysis
 - b. Assessments specific to English Learners: Oral Language Proficiency Testing, TELPAS
 - c. Data analysis and measurement
 - d. Linguistic and academic assessments
7. Best practices in second language acquisition and biliteracy
 - a. Ability to implement instructional language acquisition strategies: sheltering, bridging, translating
 - b. Best practices within four domains
 - c. Differentiate by language proficiency
 - d. Knowledge of cross-curricular implementation
8. Research and theory of second language acquisition and biliteracy
 - a. Knowledge of the pedagogy, theory, and research of bilingual education eg: metalinguistic awareness, transferable skills, biliteracy, and contrastive linguistics
 - b. Similarities and differences between English and Spanish literacy
 - c. Language acquisition through research-based sheltered instruction strategies
 - d. Second language acquisition and development theory and practice

When should they master these concepts?

Before entering the classroom

- Language proficiency in English and Spanish
- Designing and implementing culturally responsive pedagogy
- Advocacy for equity and access for diverse student populations
- Comprehensive understanding of assessments for linguistically diverse learners
- Best practices in second language acquisition and biliteracy
- Research and theory of second language acquisition and biliteracy

Before standard certification

- Application of Texas content and language standards in bilingual education
- Knowledge and understanding of state and federal policy, including program models
- Advocacy for equity and access for diverse student populations
- Comprehensive understanding of assessments for linguistically diverse learners

Should certification by exam continue? The committee did not reach consensus on whether certification by exam should continue as is or if additional coursework should be required.