

Item 15:**Discussion of Proposed Amendment to 19 TAC Chapter 232, General Certification Provisions, Subchapter A, Certificate Renewal and Continuing Professional Education Requirements, §232.11, Number and Content of Required Continuing Professional Education Hours****DISCUSSION**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss an amendment to 19 TAC Chapter 232, General Certification Provisions, Subchapter A, Certificate Renewal and Continuing Professional Education Requirements, §232.11, Number and Content of Required Continuing Professional Education Hours. The proposed amendment would provide continuing professional education (CPE) credit for individuals who pass the components of the performance assessment for the recommended Principal as Instructional Leader endorsement.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 232, Subchapter A, is the Texas Education Code (TEC), §§21.003(a); 21.0031(f); 21.031; 21.041(b)(1), (4), and (9); 21.0543; and 21.054.

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, §21.0031(f), clarifies and places certain limits on provisions authorizing termination of an educator's contract for failure to maintain a valid certificate.

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.

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

TEC, §21.041(b)(9), requires the SBEC to propose rules that provide for continuing education requirements.

TEC, §21.0543, requires the SBEC to propose rules that provide for CPE credit related to digital technology instruction.

TEC, §21.054, requires the SBEC to propose rules establishing a process for identifying continuing education courses and programs that fulfill educators' continuing education requirements.

FUTURE ACTION EXPECTED: TEA staff anticipates bringing this item back for proposal in August 2018 after receiving input from the Board at the May 2018 meeting and collecting additional stakeholder input.

BACKGROUND INFORMATION AND JUSTIFICATION: 19 TAC Chapter 232, General Certification Provisions, establishes the renewal requirements relating to types and classes of certificates issued, CPE hours to be completed, and the national criminal history record information review. Educators who hold a standard principal certificate are required to participate in 200 hours of CPE activities every five years to maintain their certificates. Educators are required to maintain evidence of their CPE activities. When an educator applies to renew his or her certificate, he or she must verify through an affidavit whether he or she is in compliance with renewal requirements, including CPE activities. When an educator is selected for a CPE audit, the educator must provide Texas Education Agency (TEA) staff with documentation that supports certificate renewal.

At the April 2016 SBEC meeting, the Board adopted new principal standards to better align the standards to contemporary principal practices, principal appraisal, and professional development standards. With the adoption of new standards that reflect the knowledge and skills necessary for today's principal, the work to draft a new test framework began in Spring 2016. In addition to the standards being updated, there was careful consideration of the changes to the essential role of a principal to schools, students, communities, teachers, etc., from 2002 (when the standards began to be used for assessment purposes) to the current role 16 years later in 2018. Given the changes from the prior 2002 until now, it is recommended that the new principal certification be given a new name that better reflects the current reality. The name that is being recommended is Principal as Instructional Leader.

To ensure candidates for principal certification are adequately prepared for success, the recommended sequence of certification examinations would be to successfully complete the new TExES Principal Examination (268) and then successfully complete a performance assessment. The performance assessment would be composed of authentic tasks that are aligned with the principal standards and submitted through an online system for scoring. The anticipated date for the performance assessment is fall 2019.

Proposed new §232.11(l) would allow individuals who are currently certified as principals the opportunity to strengthen their current certification through the completion of the performance assessment and attainment of a Principal as Instructional Leader endorsement. As an added incentive, the time spent on successfully completing the performance assessment would qualify for CPE hours. For each component of the performance assessment that is successfully completed, an individual would receive 50 clock hours of CPE credit for those serving in the role of principal, other than those with the Principal as an Instructional Leader certificate. Limiting this opportunity to those already currently certified to serve in the role of principal, will ensure that only those who are obtaining the endorsement to receive the CPE hours.

PUBLIC AND STUDENT BENEFIT: The public and student benefit will be better alignment of the principal certification standards and the continuing professional education activities that are required for renewal of a principal certificate.

Staff Members Responsible:

Tim Miller, Director, Educator Preparation and Program Accountability

Tam Jones, Director, Educator Preparation

Viviana Lopez, Program Specialist, Educator Preparation and Program Accountability

Attachments:

- I. Statutory Citations
- II. Draft Text of Proposed Amendment to 19 TAC Chapter 232, General Certification Provisions, Subchapter A, Certificate Renewal and Continuing Professional Education Requirements, §232.11, Number and Content of Required Continuing Professional Education Hours

ATTACHMENT I**Statutory Citations Relating to Proposed Amendment to 19 TAC Chapter 232, General Certification Provisions, Subchapter A, Certificate Renewal and Continuing Professional Education Requirements, §232.11, Number and Content of Required Continuing Professional Education Hours****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, §21.0031, Failure to Obtain Certification; Contract Void (excerpt):

- (f) For purposes of this section, a certificate or permit is not considered to have expired if:
- (1) the employee has completed the requirements for renewal of the certificate or permit;
 - (2) the employee submitted the request for renewal prior to the expiration date; and
 - (3) the date the certificate or permit would have expired is before the date the State Board for Educator Certification takes action to approve the renewal of the certificate or permit.

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, §21.041, 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;
 - (4) specify the requirements for the issuance and renewal of an educator certificate;
 - (9) provide for continuing education requirements; and

Texas Education Code, §21.0543, Continuing Education Credit for Instruction Related to Digital Technology:

The board shall propose rules allowing an educator to receive credit toward the educator's continuing education requirements for completion of education courses that:

- (1) use technology to increase the educator's digital literacy; and
- (2) assist the educator in the use of digital technology in learning activities that improve teaching, assessment, and instructional practices.

Texas Education Code, §21.054, Continuing Education:

- (a) The board shall propose rules establishing a process for identifying continuing education courses and programs that fulfill educators' continuing education requirements.
- (b) Continuing education requirements for an educator who teaches students with dyslexia must include training regarding new research and practices in educating students with dyslexia.
- (c) The training required under Subsection (b) may be offered in an online course.
- (d) Continuing education requirements for a classroom teacher must provide that not more than 25 percent of the training required every five years include instruction regarding:
 - (1) collecting and analyzing information that will improve effectiveness in the classroom;
 - (2) recognizing early warning indicators that a student may be at risk of dropping out of school;
 - (3) digital learning, digital teaching, and integrating technology into classroom instruction; ~~and~~
 - (4) educating diverse student populations, including:
 - (A) students with disabilities, including mental health disorders;
 - (B) students who are educationally disadvantaged;
 - (C) students of limited English proficiency; ~~and~~
 - (D) students at risk of dropping out of school; and
 - (5) understanding appropriate relationships, boundaries, and communications between educators and students.
- (d-2) Continuing education requirements for a classroom teacher may include instruction regarding how grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma.
- (e) Continuing education requirements for a principal must provide that not more than 25 percent of the training required every five years include instruction regarding:
 - (1) effective and efficient management, including:
 - (A) collecting and analyzing information;
 - (B) making decisions and managing time; and
 - (C) supervising student discipline and managing behavior;
 - (2) recognizing early warning indicators that a student may be at risk of dropping out of school;
 - (3) digital learning, digital teaching, and integrating technology into campus curriculum and instruction; ~~and~~
 - (4) educating diverse student populations, including:
 - (A) students with disabilities, including mental health disorders;
 - (B) students who are educationally disadvantaged;

- (C) students of limited English proficiency; [~~and~~]
- (D) students at risk of dropping out of school; and
- (5) preventing, recognizing, and reporting any sexual conduct between an educator and student that is prohibited under Section 21.12, Penal Code, or for which reporting is required under Section 21.006 of this code.
- (e-2) Continuing education requirements for a principal may include instruction regarding how grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma.
- (f) Continuing education requirements for a counselor must provide that not more than 25 percent of training required every five years include instruction regarding:
 - (1) assisting students in developing high school graduation plans;
 - (2) implementing dropout prevention strategies; and
 - (3) informing students concerning:
 - (A) college admissions, including college financial aid resources and application procedures; and
 - (B) career opportunities.
- (g) The board shall adopt rules that allow an educator to fulfill up to 12 hours of continuing education by participating in a mental health first aid training program offered by a local mental health authority under Section 1001.203, Health and Safety Code. The number of hours of continuing education an educator may fulfill under this subsection may not exceed the number of hours the educator actually spends participating in a mental health first aid training program.

ATTACHMENT II
Text of Proposed Amendment to 19 TAC

Chapter 232. General Certification Provisions

Subchapter A. Certificate Renewal and Continuing Professional Education Requirements

§232.11. Number and Content of Required Continuing Professional Education Hours.

- (a) The appropriate number of clock-hours of continuing professional education (CPE), as specified in §232.13 of this title (relating to Number of Required Continuing Professional Education Hours by Classes of Certificates), must be completed during each five-year renewal period.
- (b) One semester credit hour earned at an accredited institution of higher education is equivalent to 15 CPE clock-hours.
- (c) At least 80% of the CPE activities shall be directly related to the certificate(s) being renewed and focus on the standards required for the initial issuance of the certificate(s), including:
 - (1) content area knowledge and skills;
 - (2) professional ethics and standards of conduct;
 - (3) professional development, which should encompass topics such as the following:
 - (A) district and campus priorities and objectives;
 - (B) child development, including research on how children learn;
 - (C) classroom management;
 - (D) applicable federal and state laws;
 - (E) diversity and special needs of student populations;
 - (F) increasing and maintaining parental involvement;
 - (G) integration of technology into educational practices;
 - (H) ensuring that students read on or above grade level;
 - (I) diagnosing and removing obstacles to student achievement; and
 - (J) instructional practices.
 - (4) An individual who holds a classroom teacher certificate that is renewed on or after June 1, 2019, must complete CPE activities directly related to each of the topics in subparagraphs (A)-(H) of this paragraph. Not more than 25% of the CPE activities for an individual who holds a classroom teacher certificate shall include instruction in the following topics:
 - (A) collecting and analyzing information that will improve effectiveness in the classroom;
 - (B) recognizing early warning indicators that a student may be at risk of dropping out of school;
 - (C) digital learning, digital teaching, and integrating technology into classroom instruction;
 - (D) educating students with disabilities, including mental health disorders;
 - (E) educating students who are educationally disadvantaged;
 - (F) educating English language learners;
 - (G) educating students at risk of dropping out of school; and
 - (H) understanding appropriate relationships, boundaries, and communications between educators and students.

- (5) An individual who holds a principal certificate that is renewed on or after June 1, 2019, must complete CPE activities directly related to each of the topics listed in subparagraphs (A)-(J) of this paragraph. Not more than 25% of the CPE activities for an individual who holds a principal certificate shall include instruction in the following topics:
- (A) collecting and analyzing information;
 - (B) making decisions and managing time;
 - (C) supervising student discipline and managing behavior;
 - (D) recognizing early warning indicators that a student may be at risk of dropping out of school;
 - (E) digital learning, digital teaching, and integrating technology into campus curriculum and instruction;
 - (F) educating students with disabilities, including mental health disorders;
 - (G) educating students who are educationally disadvantaged;
 - (H) educating English language learners;
 - (I) educating students at risk of dropping out of school; and
 - (J) preventing, recognizing, and reporting any sexual conduct between an educator and student that is prohibited under the Texas Penal Code, §21.12, or for which reporting is required under the Texas Education Code (TEC), §21.006.
- (6) An individual who holds a school counselor certificate that is renewed on or after June 1, 2019, must complete CPE activities directly related to each of the topics listed in subparagraphs (A)-(D) of this paragraph. Not more than 25% of the CPE activities for an individual who holds a school counselor certificate shall include instruction in the following topics:
- (A) assisting students in developing high school graduation plans;
 - (B) implementing dropout prevention strategies;
 - (C) informing students concerning college admissions, including college financial aid resources and application procedures; and
 - (D) informing students concerning career opportunities.
- (d) Educators are encouraged to identify CPE activities based on results of his or her annual appraisal required under the TEC, Chapter 21, Subchapter H.
- (e) The required CPE for educators who teach students with dyslexia must include training regarding new research and practices in educating students with dyslexia. The required training may be satisfied through an online course approved by Texas Education Agency staff.
- (f) An educator eligible to renew multiple classes of certificates issued during the same renewal period may satisfy the requirements specified in §232.13 of this title for any class of certificate issued for less than the full five-year period by completing a prorated number of the required CPE clock-hours. Educators must complete a minimum of one-fifth of the additional CPE clock-hours for each full calendar year that the additional class of certificate is valid.
- (g) An educator may fulfill up to 12 clock-hours of required CPE activities by participating in a mental health first aid training program offered by a local mental health authority under the Texas Health and Safety Code, §1001.203. The number of clock-hours of CPE an educator may fulfill under this subsection may not exceed the number of clock-hours the educator actually spends participating in a mental health first aid training program.
- (h) An educator may receive credit toward CPE requirements for completion of an instructional course on the use of an automated external defibrillator (AED) that meets the guidelines for AED training approved under Texas Health and Safety Code, §779.002, in accordance with the TEC, §21.0541.

- (i) An educator may receive credit toward CPE requirements for completion of suicide prevention training that meets the guidelines for suicide prevention training approved under the TEC, §21.451.
- (j) Continuing education requirements for a classroom teacher and principal may include instruction regarding how grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma.
- (k) An educator may receive credit toward CPE requirements for completion of education courses that:
 - (1) use technology to increase the educator's digital literacy; and
 - (2) assist the educator in the use of digital technology in learning activities that improve teaching, assessment, and instructional practices.
- (l) An individual who holds a valid certificate to serve in the role of principal, other than the Principal as Instructional Leader certificate, may receive credit toward CPE requirements for successful completion of the components of a performance assessment that is required for the issuance of a Principal as Instructional Leader endorsement as prescribed in Chapter 230, Subchapter C, of this title (relating to the Assessment of Educators). An individual shall receive 50 clock hours of CPE credit for each component of the performance assessment that is successfully completed.