

Standards, Subchapter B, Elementary School Certificate Standards

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss and propose new 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter B, Elementary School Certificate Standards. Proposed new 19 TAC §§235.13, Content Standards, Early Childhood: Prekindergarten-

TEC, §21.0489, as added by SB 1839 and HB 2039, 85th Texas Legislature, Regular Session, 2017, requires the SBEC to create a Prekindergarten-Grade 3 certificate.

EFFECTIVE DATE: If approved for filing as proposed in December 2017 and if adopted, subject to State Board of Education (SBOE) review, at the March 2018 meeting, the proposed effective date of the proposed new 19 TAC Chapter 235, Subchapter B, §§235.13, 235.15, 235.21, and 235.25, would be May 17, 2018 (20 days after filing as adopted with the *Texas Register*). The proposed effective date is based on the SBEC and SBOE meeting schedules.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC is statutorily authorized to regulate and oversee all aspects of the certification of public school educators. SBEC is also statutorily authorized to ensure that all candidates for certification or renewal of certification demonstrate the knowledge, skills, and abilities (KSAs) required for the State Board of Education (SBOE) to certify educators. The proposed new 19 TAC Chapter 235, Subchapter B, §§235.13, 235.15, 235.21, and 235.25, would be effective on May 17, 2018, and would require candidates for certification or renewal of certification to demonstrate the knowledge, skills, and abilities (KSAs) required for the State Board of Education (SBOE) to certify educators.

5 TEKS to ensure classroom teachers can meet the needs of all early learners and vertically align instruction.

Proposed new subsection (b) would specify the standards needed in regards to a teacher's content knowledge and expertise in child development. Proposed new subsection (c) would specify the standards needed in regards to a teacher's content knowledge in English language arts and reading. Proposed new subsection (d) would specify the standards needed in regards to a teacher's content knowledge in mathematics. Proposed new subsection (e) would specify the standards needed in regards to a teacher's content knowledge in science. Proposed new subsection (f) would specify the standards needed in regards to a teacher's content knowledge in social studies. Proposed new subsection (g) would specify the standards needed in regards to a teacher's content knowledge in fine arts. Proposed new subsection (h) would specify the standards needed in regards to a teacher's content knowledge in health education. Proposed new subsection (i) would specify the standards needed in regards to a teacher's content knowledge in physical education.

§235.15. Science of Teaching Reading Standards, Early Childhood: Prekindergarten-Grade 3

Proposed new subsection (a) would clarify the Science of Teaching Reading Standards for EC-Grade 3 classroom teachers of early learners focused on the instruction of early reading, including the Prekindergarten Guidelines and Kindergarten-Grade 5 English Language Arts and Reading TEKS, with an emphasis on Kindergarten-Grade 3 TEKS. Proposed new subsection (b) would specify the standards needed in regards to a teacher's content knowledge and expertise in the components of reading. Proposed new subsection (c) would specify the standards needed in regards to a teacher's ability to plan and delivery early reading instruction.

Division 2. Early Childhood-Grade 6

Proposed new 19 TAC Chapter 235, Subchapter B, Division 2, Early Childhood-Grade 6, would specify the PPR educator standards required of candidates seeking the EC-6 classroom teacher certificate.

§235.21. Pedagogy and Professional Responsibilities Standards, Early Childhood-Grade 6

Proposed new subsection (a) would clarify the PPR standards for EC-6 for classroom teachers of early learners and are aligned with classroom teaching expectations as outlined in 19 TAC Chapter 149, Commissioner's Rules Concerning Educator Standards. Proposed new subsection (b) would specify the standards needed in regards to a teacher's ability to plan and deliver instruction. Proposed new subsection (c) would specify the standards needed in regards to a teacher's ability to ensure high levels of

§235.25.

Attachments

ATTACHMENT II
Text of Proposed New 19 TAC

Chapter 235. Classroom Certification Standards

Subchapter B. Elementary School Certificate Standards

Division 1. Early Childhood: Prekindergarten-Grade 3

§235.13. Content Standards, Early Childhood: Prekindergarten-9

-
- appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.
- (g) Fine Arts, including Theatre, Art, and Music. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Theatre, Art, and Music TEKS, with an emphasis on Kindergarten-Grade 3, and Fine Arts *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.
- (h) Health Education. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Health Education TEKS, with an emphasis on Kindergarten-Grade 3, and Physical Development *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional p12.2-lo1(HEi3.2(l)2.9(ed)-4.1(g)8.1(e o)- 543 04 Tw

- (13) monitor and assess students' progress to ensure that their lessons meet students' needs;
 - (14) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and
 - (15) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.
- (c) Knowledge of Student and Student Learning. Early Childhood-Grade 6 classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Early Childhood-Grade 6 classroom teachers must:
- (1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;
 - (2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;
 - (3) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;
 - (4) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible;
 - (5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and
 - (6)

§235.25. Implementation Date, Early Childhood-Grade 6.

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.

Name	Title	District/Organization	Region
Cole, Shannon	Principal	Grapevine Colleyville ISD	11
Edwards, Ceri	Teacher	Schertz-Cibolo-Universal City ISD	20
Garza, Julie	Teacher	Edinburg CISD	1
Hamman, Doug	Faculty and Administrator	Texas Tech University	18
Hill, Holly Baker	Implementation Specialist K-5 Literacy	San Antonio ISD	20
Holcomb, Tameka	Teacher	Alvin ISD	4
Kofron, Kim	Senior Program Director	TX Association for the Education of Young Children	13
Miller, Sherry	Teacher	Killeen ISD	12
Montoya, Maria	Teacher	Dallas ISD	10
Oliver, Tiffanye	PK Coordinator	Hillsboro ISD	12
Reed, Beverly	Senior Manager Provider Engagements	Collaborative for Children	4

specifically focused on early reading development allowing for the development of a wider breadth and depth of standards specifically addressing the science of teaching reading, while also ensuring that the standards are focused, rigorous, and relevant. The goal would be to establish a clear message that all educators must have a clear understanding of the knowledge and skills associated with the science of teaching reading as a bar for entry into the classroom, regardless of an educator's assigned content area, ultimately impacting educator preparation and performance, and, thus, student outcomes. The Classroom Teacher Standards Advisory Committee utilized the TEKS for Grades K-5 and the Prekindergarten Guidelines in the development of these standards.

With this call to narrow the focus of the Early Childhood: Prekindergarten-Grade 3 Content standards and develop Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading standards, TEA staff began with the EC-6 Core Subjects standards, which serve as the foundation for the current certification pathway for educators who teach in grades EC-3. After an initial examination of the standards, TEA recognized that some language of the standards would need to be removed due to its reflection of content in grades 4-6. In addition, they recognized that additional standards would need to be added to reflect the increased depth of focus on developmentally appropriate EC-3 content and content pedagogy. Finally, they noted that further review and revisions would be required to ensure that the Early Childhood: Prekindergarten-Grade 3 standards reflected the current TEKS, which had been updated in multiple content areas after the development of the EC-6 Core Subjects standards. From this reflection, a framing question arose: "What needs to be added, removed, or adjusted to ensure: alignment with EC-3 student expectations (TEKS and Pre-K Guidelines) and TIO.250.5(t)-6

