

Item 6:**Consider and Take Appropriate Action on Proposed New 19
TAC Chapter 235, and propose new Texas Administrative Code
Classroom Teacher Certification Standards, Subchapter, Supplemental**

The proposed new rule would specify the certification standards for the English as a Second Language (ESL) Supplemental Certificate.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 235, Subchapter F, is Texas Education Code (TEC), §§21.003(a), 21.031, 21.040(4), and 21.041(b)(1), (2), and (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

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 BENEFIT AND COST TO PERSONS: The public 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. There is no anticipated cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: The proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: The TEA staff has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period on the proposal begins March 15, 2019 and ends April 15, 2019. The SBEC will take registered oral and written comments on this item at the April 26, 2019 meeting in accordance with the SBEC board operating policies and procedures.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

Approve the proposed new 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental Certificate Standards, to be published as proposed in the *Texas Register*.

Staff Member Responsible:

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

Attachments:

- I. Statutory Citations
- II. Text of Proposed New 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental Certificate Standards
- III. English as a Second Language Standards Advisory Committee and Process

ATTACHMENT II
Text of Proposed New 19 TAC

Chapter 235. Classroom Teacher Certification Standards

Subchapter F. Supplemental Certificate Standards

(c) Cult)

- (1) understand federal- and state-mandated policies and statute related to ELs, including Language Proficiency Assessment Committee (LPAC) guidelines for identification and classification as English Learner in Texas;
- (2) use state-approved identification assessments for ELs in Texas and understand how to interpret the results;
- (3) understand the value and use of primary language assessments;
- (4) use knowledge of the connection between the ELPS in §74.4 of

- (10) consider ESL families as vital partners who enrich the classroom and school environment and facilitate parent/guardian involvement in their child(ren)'s linguistic, academic, and personal development;
- (11) provide effective communication that is accessible, consistent, and targeted to the needs of ELs and their parents/families in a variety of educational and social contexts; and
- (12) apply knowledge of effective strategies for advocating educational and social equity for ELs by staying current on public issues regarding ELs (e.g., participating in LPAC meetings; serving on Site-Based Decision Making (SBDM) committees; participating in Admission, Review, and Dismissal (ARD) committee meetings as appropriate; serving as a resource for teachers).

