Item 10:

Discussion of Educator Certification:

selected by Teach Plus Texas Policy Fellows based on their measurable student achievement data. All 30 of the teachers favored narrowing the grade bands for certification as a means to improve the preparation and specialization required for teaching students at different ages. One *Narrowing the focus of the certification process will create a more rigorous standard for teachers to meet. This will not only ensure more qualified candidates are entering the profession, but will also raise the prestige of teaching* Attachment III reflects that ndees.

Attachment IV is the redesign framework for the classroom teacher certificate structure. This item provides the SBEC with an opportunity to discuss the proposed grade bands, timeline, and action plan. The plan will be adopted by the SBEC at the August 4, 2017 meeting to serve as the road map for to guide upcoming work and SBEC action.

To begin the work of revising the educator standards to make recommendations for changes to classroom teacher certificates, TEA staff solicited nominations for the classroom teacher standards advisory committee from the SBEC, professional organizations, educator preparation programs, and other key stake

ATTACHMENT I

ialize the EC-6 certificate if the supplement was standard and high quality.
Create the EC-3 and EC supplemental certifications.
ESCs can provide training, like Reading Academies, ensure quality and consistency.
Build in incentive for teacher to pursue.
Prioritize as best option to address EC.
If TEA funds and time permits, offer an EC supplemental. If an EC supplemental is provided, include a preparation component in addition to a test.
Rename certification, needs preparation content.
Supplemental should only be used for existing teacher. Should not be available without professional development requirement.

3. Maintain the early childhood through sixth grade (EC -6) certificate.

Advantages	Disadvantages
Greatest staffing flexibility for principals Flexibility for teachers/candidates Increased options for teachers/candidates More marketability for teachers/candidates Easier to add EC-3-related items to test Broader knowledge and skills up and down grade levels: ensures teachers have EC through sixth grade knowledge Broadens opportunity to ensure teachers teach within certification field Common understanding and acceptance of status quo Would not require a restructuring; curriculum is already established Cost savings for teachers Teaming is more compatible	Difficult to prepare candidates in depth of knowledge/expertise for EC and 5-6: span is too vast for teachers to specialize More elementary departmentalization of upper grades: 4-5/6: EC-specific core strengths Not enough emphasis/depth on EC so unprepared teachers teach EC

Provides maximum flexibility for staffing
Less expense to maintain the structure already in place

for grades
Maintain this certificate
Need data on 4-8 certification teaching in elementary and middle school
Data on how many teachers are getting this certificate would be helpful

5. Should the fourth through eighth grade (4-8) Core Subjects certificate be maintained?	
Why?	Why Not?
Allows for flexibility and broad content knowledge Need data Yes, it is focused enough to provide what many teachers need, and allows teachers to be prepared to integrate literacy and math across the whole curriculum	Do teachers, principals, and others feel teachers with these certifications feel they are prepared for the whole grade span? No, eliminate and only offer single/dual certificates because teachers will have a greater mastery of content; however, I suspect this certificate is very important to smaller schools/districts Are the smaller schools/districts hiring more Core Subjects 4-8 certification than the larger school districts? With more students in middle school taking high school level courses, 4-8 core content may be losing its relevance. I think 4-6 makes more sense. Need to check data on rural districts and certification 4th grade through 8th grade is a wide band of growth Limiting in a rural setting Maybe move the grade span It seems like the certification grade bands could be better aligned with grade levels served at campuses. Ta02(v)-231t 95

Maintain the current system as it provides flexibility while giving a window of time for teachers to get the appropriate certificate
No, not trained in the unique needs of the particular age of the student
Generally, no only in vsys

ATTACHMENT III

May 15, 2017 Teach Plus Texas Policy Fellows Meeting Attendees

First	Last	Current School	Grades	Current Subjects Teaching
Veronica	Hicks	KIPP Houston	Pre-K	Generalist
Dora	Leija	San Antonio ISD	Pre-K	Generalist
Monica	White	San Antonio ISD	Pre-K	Generalist
Tameka	Holcomb	KIPP Houston	Pre-K	Generalist
Jose	Rodrigu	Leander ISD	Pre-K-5	Other
Brittany	Jones	KIPP Dallas	2	Generalist
Liz	Shafer	KIPP Houston	2	Reading
Amy				

ATTACHMENT IV

State Board for Educator Certification

Educator Certification Structure Redesign Framework

SBEC Mission : Ensure the highest level of educator preparation to promote student achievement and to ensure the safety and welfare of Texas school children.

Focus : The focus is the certification standards to obtain an educator certificate to be an early childhood through elementary school, middle school, or high school classroom teacher in Texas. The standards are the foundation for the certification examinations as well as the basis of educator preparation program (EPP) design to effectively prepare beginning classroom teachers.

Needs Assessment : Texas Education Agency (TEA) staff have found that the current educator certification structure for assessing the knowledge of pedagogy and professional responsibilities for classroom teachers is not adequately focused on age appropriate grade bands. TEA staff also recognizes the need for school districts to have flexibility to meet the needs of teaching assignment placement.

Goal: Redesign the certification structure to ensure effective beginning classroom teachers for our campuses and classrooms by 1) raising the expectations for demonstrating pedagogical knowledge and skills that is grade-band focused and 2) informing EPPs to ensure alignment of their methodologies to improve preparation of candidates for the teaching profession.

Work Plan : The SBEC has charged the TEA staff with providing the Board with a comprehensive plan for the current certificate structure. The Board directed staff to solicit stakeholder input and bring the Board a recommendation at the June 2017 meeting.

Proposed Educator Certification Structure Redesign Framework