

Item 11:
**Consider and Take Appropriate Action on Proposed New
19 TAC Chapter 235, Classroom Teacher Certification
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-Grade 3, 235.15, Science of Teaching Reading Standards, Early Childhood: Prekindergarten-Grade 3, 235.21, Pedagogy and Professional Responsibilities Standards, Early Childhood-Grade 6, and 235.25, Implementation Date, Early Childhood-Grade 6, would implement recent legislation from the 85th Texas Legislative Session, 2017, specify the educator standards required for the Early Childhood: Prekindergarten-Grade 3 certification as well as the pedagogy and professional responsibilities (PPR) educator standards required for the Early Childhood-Grade 6 certification. The proposed new chapter reflects feedback provided by the SBEC-appointed Classroom Teacher Standards Advisory Committee for the Early Childhood: Prekindergarten-Grade 3 and Early Childhood-Grade 6 PPR standards.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 235, Subchapter B, is Texas Education Code (TEC), §§21.003(a); 21.031; 21.040(4); 21.041(b)(1), (2), and (4); and 21.0489, as added by Senate Bill (SB) 1839 and House Bill (HB) 2039, 85th Texas Legislature, Regular Session, 2017.

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, charges the SBEC with regulating and overseeing all aspects of the certification, continuing education, and standards of conduct for public school educators to ensure that all candidates for 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 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)(2) and (4), require the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates, and the requirements for the issuance and renewal of an educator certificate.

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 and skills necessary to improve the performance of the diverse population of this state.

At the March and June 2017 SBEC meetings, the Board and Texas Education Agency (TEA) staff discussed the desire to establish the educator standards for the classroom teacher into rule and to provide Early Childhood: Prekindergarten-Grade 3 Content Standards and Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading Standards for elementary teachers that are aligned with the Texas Essential Knowledge and Skills (TEKS) and the *Texas Prekindergarten Guidelines* and reflect best practices to better prepare beginning teachers of early learners. At the June 9, 2017 SBEC meeting, the Board approved the Classroom Teacher Standards Advisory Committee to begin the work of recommending Early Childhood: Prekindergarten-Grade 3 Content Standards and the Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading Standards for teachers of early learners.

At the August 4, 2017 SBEC meeting, TEA staff updated the SBEC on the activities completed by the advisory committee for the Early Childhood: Prekindergarten-Grade 3 Content Standards and Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading Standards. TEA staff also updated the Board on recent legislation requiring the Early Childhood: Prekindergarten-Grade 3 certificate.

The Early Childhood: Prekindergarten-Grade 3 Content Standards would focus specifically on the grade bands that serve students up to the age of eight, which defines the classification "early childhood." In developing the Early Childhood: Prekindergarten-Grade 3 Content Standards, the goal is to place greater emphasis on the developmentally appropriate content knowledge and skills that are most critical for early childhood practitioners entering the field. This goal is rooted in the theory that by narrowing the grade bands for more rigorous, relevant, and reliable content, the preparation and support of Early Childhood-Grade 3 (EC-3) candidates will improve, thereby producing more effective educators that can improve student outcomes. The Classroom Teacher Standards Advisory Committee utilized the TEKS for Kindergarten-Grade 5, the *Texas Prekindergarten Guidelines*, and the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation in the development of these standards.

The Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading Standards would focus on the understanding that reading is an essential skill for every student's future academic success, which requires effective instruction from the students' earliest years. The science of teaching reading is comprised of complex knowledge and skills. Educators are not currently required to demonstrate a deep understanding of the science of teaching reading as a bar for

entry into the EC-3 classroom. This is due to the breadth of content that must be covered in the current certification pathway. Therefore, the Classroom Teacher Standards Advisory Committee targeted standards within the current English Language Arts and Reading (ELAR) Core Subjects standards 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, improving student outcomes. The Classroom Teacher Standards Advisory Committee utilized the TEKS for Kindergarten-Grade 5 and the Prekindergarten Guidelines in the development of these standards.

Upon completion of drafting the standards to be included for an Early Childhood: Prekindergarten-Grade 3 certificate, TEA staff identified an opportunity to strengthen the existing Early Childhood-Grade 6 (EC-6) certificate by applying the same methodology and advice provided to grade-band the existing Early Childhood-Grade 12 (EC-12) PPR by prioritizing standards for an EC-6 PPR. This will allow the EC-6 certified individuals to have the same grade-band focused PPR as the EC-3, 4-8, and 7-12 educators. At the October SBEC meeting, the SBEC agreed with this approach and directed TEA staff to provide proposed draft rule text for the EC-6 PPR standards along with the standards included for an Early Childhood: Prekindergarten-Grade 3 certificate.

Attachment III includes the list of committee members approved by the SBEC to work on the Early Childhood: Prekindergarten-Grade 3 and EC-6 PPR standards, a summary of the selection process, and an update of Early Childhood: Prekindergarten-Grade 3 Content, Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading, and EC-6 PPR standards activities, including timelines, process used, and next steps.

Subchapter B. Elementary School Certificate Standards

Chapter 235, Subchapter B, incorporates all elementary school classroom teacher certificate standards under one subchapter.

Division 1. Early Childhood: Prekindergarten-Grade 3

Chapter 235, Subchapter B, Division 1, Early Childhood: Prekindergarten-Grade 3, complies with TEC, §21.0489, as added by SB 1839 and HB 2039, 85th Texas Legislature, Regular Session, 2017. In addition to the rule for the PPR educator standards required of candidates seeking the EC-3 classroom teacher certificate, the proposed new rules outlined below would specify the content and science of teaching reading educator standards required of candidates seeking the EC-3 classroom teacher certificate. The rules adopted under Division 1 would apply to candidates admitted to an educator preparation program (EPP) on or after September 1, 2018.

§235.13. Content Standards, Early Childhood: Prekindergarten-Grade 3

Proposed new subsection (a) would clarify the content standards for EC-3 classroom teachers of early learners, including the Prekindergarten Guidelines and Kindergarten-Grade 5 TEKS, with an emphasis on Kindergarten-Grade 3 TEKS. Content standards span Kindergarten-Grade

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 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. Proposed new subsection (d) would specify the standards needed in regards to a teacher's content knowledge and expertise. Proposed new subsection (e) would specify the standards needed in regards to a teacher's ability to manage a safe and supportive learning environment. Proposed new subsection (f) would specify the standards needed in regards to a teacher's ability to apply data-driven practices. Proposed new subsection (g) would specify the standards needed in regards to a teacher's ability to abide by educator professional practices and responsibilities.

§235.25. Implementation Date, Early Childhood-Grade 6

The proposed new section would clarify that the provisions of this subchapter apply to candidates admitted to an EPP on or after September 1, 2018.

FISCAL IMPACT: The TEA staff has determined that there is no additional fiscal impact on state and local governments and there are no additional costs to entities required to comply with the proposed new rules. In addition, there is no direct adverse economic impact for small businesses, microbusinesses, and rural communities; therefore, no regulatory flexibility analysis, specified in Texas Government Code, §2006.002, is required. There is no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.002. The proposed new rules do not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, are not subject to Texas Government Code, §2001.0045.

GOVERNMENT GROWTH IMPACT: The TEA staff has determined that the proposed new rules do not have a government growth impact pursuant to Texas Government Code, §2001.0221.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the proposed new rules would be more rigorous, relevant, and reliable requirements for the preparation, certification, and testing of elementary classroom teachers upon entry into the profession and retention of these qualified professionals. The proposed new rules do not impose a cost on persons required to comply with the rules.

PROCEDURAL AND REPORTING IMPLICATIONS: The proposed new rules would have no additional procedural and reporting implications.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: The proposed new rules would have no additional locally maintained paperwork requirements.

PUBLIC COMMENTS: The public comment period on the proposal begins January 5, 2018 and ends February 5, 2018. The SBEC will take registered oral and written comments on this item at the March 2, 2018 meeting in accordance with the SBEC board operating policies and procedures.

ASSOCIATE COMMISSIONER'S RECOMMENDATION: I recommend that the State Board for Educator Certification:

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

Staff Members Responsible: Grace Wu, Project Manager
Educator Support

Jessica McLoughlin, Program Specialist
Educator Support

- Attachments:**
- I. Statutory Citations
 - II. Text of Proposed New 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter B, Elementary School Certificate Standards
 - III. Classroom Teacher Standards Advisory Committee, Summary of Selection Process, and Update of Activities

ATTACHMENT I**Statutory Citations Related to Proposed New 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter B, Elementary School Certificate Standards****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, §21.031, 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, §21.040, General Powers and Duties of Board (excerpt):

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:
- (1) provide for the regulation of educators and the general administration of this subchapter in a manner consistent with this subchapter;
- (2) specify the classes of educator certificates to be issued, including emergency certificates;
- (4) specify the requirements for the issuance and renewal of an educator certificate;

Texas Education Code, §21.0489, Early Childhood Certification, as added by Senate Bill 1839 and House Bill 2039, 85th Texas Legislature, Regular Session, 2017:

- (a) To ensure that there are teachers with special training in early childhood education focusing on prekindergarten through grade three, the board shall establish an early childhood certificate.
- (b) A person is not required to hold a certificate established under this section to be employed by a school district to provide instruction in prekindergarten through grade three.
- (c) To be eligible for a certificate established under this section, a person must:
- (1) either:

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- (A) satisfactorily complete the course work for that certificate in an educator preparation program, including a knowledge-based and skills-based course of instruction on early childhood education that includes:
- (i) teaching methods for:
 - (a) using small group instructional formats that focus on building social, emotional, and academic skills;
 - (b) navigating multiple content areas; and
 - (c) managing a classroom environment in which small groups of students are working on different tasks; and
 - (ii) strategies for teaching fundamental academic skills, including reading, writing, and numeracy; or
- (B) hold an early childhood through grade six certificate issued under this subchapter and satisfactorily complete a course of instruction described by Paragraph (A);
- (2) perform satisfactorily on an early childhood certificate examination prescribed by the board; and
- (3) satisfy any other requirements prescribed by the board.
- (d) The criteria for the course of instruction described by Subsection (c)(1)(A) shall be developed by the board in consultation with faculty members who provide instruction at institutions of higher education in educator preparation programs for an early childhood through grade six certificate.

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-Grade 3.

- (a) Early Childhood: Prekindergarten-Grade 3 Content Standards. The content standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the content knowledge required to teach early learners. The standards address content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment. The standards align with the *Texas Prekindergarten Guidelines*, Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading), Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics), Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science), Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), Chapter 115 of this title (relating to Texas Essential Knowledge and Skills for Health Education), Chapter 116 of this title (relating to Texas Essential Knowledge and Skills for Physical Education), Chapter 117 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts), and The National Association for the Education of Young Children Professional Preparation Standards.
- (b) Child Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:
- (1) know and understand young children's characteristics and needs, from birth through age 8;
 - (2) know and understand the multiple influences on early development and learning; and
 - (3) use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
- (c) English Language Arts and Reading. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS), with an emphasis on Kindergarten-Grade 3, and Emergent Early Literacy *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.
- (d) Mathematics. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Mathematics TEKS, with an emphasis on Kindergarten-Grade 3, and Mathematics *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.
- (e) Science. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Science TEKS, with an emphasis on Kindergarten-Grade 3, and Science *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.
- (f) Social Studies. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Social Studies TEKS, with an emphasis on Kindergarten-Grade 3, and Social Studies *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.
- (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 practices to promote students' development of grade-level skills.
- (i) Physical Education. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Physical 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 practices to promote students' development of grade-level skills.

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

- (a) Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading (STR) standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the *Texas Prekindergarten Guidelines* and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment.
- (b) Reading Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:
- (1) oral language development;
 - (2) print awareness;
 - (3) phonological and phonemic awareness;
 - (4) phonics;
 - (5) fluency;
 - (6) vocabulary development;
 - (7) comprehension of literary text;
 - (8) comprehension of informational text; and
 - (9) beginning strategies and reading comprehension skills.
- (c) Reading Pedagogy. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

- (1) implementing both formal and informal methods of measuring student progress in early reading development;
- (2) designing and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and
- (3) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

Division 2. Early Childhood-Grade 6

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

- (a) Early Childhood-Grade 6 pedagogy and professional responsibilities (PPR) standards. The PPR standards identified in this section are targeted for classroom teachers of students in Early Childhood-Grade 6. The standards address the discipline that deals with the theory and practice of teaching to inform skill-based training and development. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the Commissioner's Teacher Standards in 19 TAC Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator Standards).
- (b) Instructional Planning and Delivery. Early Childhood-Grade 6 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners. Early Childhood-Grade 6 classroom teachers must:
 - (1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;
 - (2) effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;
 - (3) connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;
 - (4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
 - (5) use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;
 - (6) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;
 - (7) plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;
 - (8) integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts;
 - (9) ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction;
 - (10) encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals;
 - (11) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;
 - (12) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;

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- (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) identify readiness for learning and understand how development in one area may affect students' performance in other areas.
- (d) Content Knowledge and Expertise. Early Childhood-Grade 6 classroom teachers exhibit an understanding of content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards. Early Childhood-Grade 6 classroom teachers must:
- (1) have expertise in how their content vertically and horizontally aligns with the grade-level/subject area continuum, leading to an integrated curriculum across grade levels and content areas;
 - (2) identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas;
 - (3) keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline;
 - (4) organize curriculum to facilitate student understanding of the subject matter;
 - (5) understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;
 - (6) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners;
 - (7) teach both the key content knowledge and the key skills of the discipline; and
 - (8) make appropriate and authentic connections across disciplines, subjects, and students' real world experiences.
- (e) Learning Environment. Early Childhood-Grade 6 classroom teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. Early Childhood-Grade 6 classroom teachers must:
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- (1) embrace students' backgrounds and experiences as an asset in their learning;
 - (2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;
 - (3) establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences;
 - (4) create a physical classroom set-up that is flexible and accommodates the different learning needs of students;
 - (5) implement behavior management systems to maintain an environment where all students can learn effectively;
 - (6) maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning;
 - (7) maximize instructional time, including managing transitions;
 - (8) manage and facilitate groupings in order to maximize student collaboration, participation, and achievement; and
 - (9) communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.
- (f) Data-Driven Practices. Early Childhood-Grade 6 classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Early Childhood-Grade 6 classroom teachers must:
- (1) gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning;
 - (2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and
 - (3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
- (g) Professional Practices and Responsibilities. Early Childhood-Grade 6 classroom teachers consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity. Early Childhood-Grade 6 classroom teachers must:
- (1) reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;
 - (2) seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development;
 - (3) adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s);
 - (4) communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff; and
 - (5) serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

§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.

ATTACHMENT III**Classroom Teacher Standards Advisory Committee, Summary of Selection Process and Update of Activities****Summary of Selection Process:**

Nomination forms for participation on the Classroom Teacher Standards Advisory Committee were first sent to all SBEC members on May 18th asking for outstanding educators, with an emphasis on current classroom teachers. The nomination forms required candidates to include evidence of measurable student achievement, years of experience, and professional development attended and presented, along with other pertinent information about their teaching assignment. The goal with the selection process was to emphasize diversity in the areas of grade-level, content, areas of expertise, years of experience, geographical representation, student backgrounds, and ethnic representation. After a thorough review process, TEA identified seventy-one committee members sub-divided across the three grade bands, representing over thirty-eight school districts (including urban, rural, and suburban), 14 different Education Service Center regions across the state, and 13 different institutions of higher learning and educational organizations. SBEC approved the committee at the June 9, 2017 meeting.

SBEC's Charge to Committee:

TEA staff began the work with the committee by sharing:

- The purpose of the SBEC: to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators to ensure all candidates for certification demonstrate the knowledge and skills necessary to improve the performance of all students;
- SBEC's mission: to ensure the highest level of educator preparation to promote student achievement and to ensure the safety and welfare of Texas school children; and
- The charge from SBEC at the March 2017 meeting: to develop a comprehensive plan to address any opportunities for improvement in the current educator certificate structure for the Board's consideration.

Classroom Teacher Standards Advisory Committee:**Grades EC – 3: Subcommittee**

| Name | Title | District/Organization | Region |
|----------------------|------------------------------------|-----------------------------------|--------|
| Alexander, Joseph | Principal | Waco ISD | 12 |
| Ashley, Allison | Teacher | Austin ISD | 13 |
| Bradshaw, Annah | Teacher | Northwest ISD | 11 |
| Brown, Amanda | Teacher | Austin ISD | 13 |
| Brown, David | Prof. of Early Childhood Education | Texas A&M University-Commerce | 10 |
| Church-Lang, Jessica | Asst. Prof. of Psychology | The University of Texas at Austin | 13 |
| Cockrum, Chelsea | Teacher | Grand Prairie ISD | 10 |
| Cogburn, Robin | Teacher | Judson | 20 |

| 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 |
| Rodriguez, Jose | Teacher | Leander ISD | 13 |
| Summerville, Cody | Teacher | Pflugerville ISD | 13 |
| Uptain, Wendy | Manager of Advocacy | The Commit Partnership | 10 |
| Valdez, Selena | Teacher | North East ISD | 20 |
| White, Monica | Teacher | San Antonio ISD | 20 |
| White, Rhoda | Superintendent | Clifton ISD | 12 |
| Woerner, Kimberly | Teacher | Medina Valley | 20 |

Grades EC – 6: Subcommittee

| Name | Title | District/Organization | Region |
|----------------------|---------------------------|-----------------------------------|--------|
| Brown, Amanda | Teacher | Austin ISD | 13 |
| Church-Lang, Jessica | Asst. Prof. of Psychology | The University of Texas at Austin | 13 |
| Cockrum, Chelsea | Teacher | Grand Prairie ISD | 10 |
| Cogburn, Robin | Teacher | Judson | 20 |
| Cole, Shannon | Principal | Grapevine Colleyville ISD | 11 |
| Holcomb, Tameka | Teacher | Alvin ISD | 4 |
| Howard, Carrie | Teacher | Petersburg ISD | 17 |

| Name | Title | District/Organization | Region |
|----------------------------|---------|-----------------------|--------|
| McMahon, Lorie | Teacher | Panther Creek ISD | 15 |
| Montoya, Maria | Teacher | Dallas ISD | 10 |
| Perez, Sarah | Teacher | San Antonio ISD | 20 |
| Phillips, Stephanie | Teacher | Frienship ISD | 17 |
| Rodriguez, Jose | Teacher | Leander ISD | 13 |
| Segura, Jennifer Belchi | Teacher | Dallas ISD | 10 |
| Siemonsma, Alayna | Teacher | Conroe | 6 |
| Summerville, Cody | Teacher | Pflugerville ISD | 13 |
| White, Monica | Teacher | San Antonio ISD | 20 |

Update of Activities

May 2017

TEA staff sought to address the development of Early Childhood: Prekindergarten-Grade 3 Content standards, which would focus specifically on the grade bands that serve students up to the age of eight, which defines the classification "early childhood." In developing Early Childhood: Prekindergarten-Grade 3 Content standards, the goal would be to place a greater emphasis on the developmentally appropriate content knowledge and skills which are most critical for early childhood practitioners entering the field. This goal is rooted in the theory that by narrowing the grade bands for more focused, rigorous, and relevant content, the preparation and support of EC-3 candidates will improve, thereby producing more effective educators that can improve student outcomes. The Classroom Teacher Standards Advisory Committee utilized the TEKS for Grades K-5, the Prekindergarten Guidelines, and the National Association for the Education of Young Children Standards for Early Childhood Professional Preparation in the development of these standards

TEA staff also sought to address the development of Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading standards. The development of the Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading standards is grounded in the understanding that reading is an essential skill for every student's future academic success, which requires effective instruction from students' earliest years. The science of teaching reading, though, is comprised of complex knowledge and skills, of which educators are not currently required to demonstrate a deep understanding as a bar for entry into the EC-3 classroom. This is due to the breadth of content which must be covered in the current certification pathway. Therefore, the Standards Advisory Committee targeted standards within the current ELAR Core Subjects standards

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), rigor and relevance, and incorporation of best practices in early childhood education?" Addressing this framing question in relation to the current EC-6 Core Subjects standards would be the chief responsibility of the Classroom Teacher Standards Advisory Committee.

June 9, 2017

SBEC approved the committee.

June 13, 2017

Once the committee was chosen, TEA staff conducted a webinar and the committee members were instructed to select a content-specific sub-committee to serve on within during the final two days of the committee work at the in-person meeting on June 20-21, 2017. The content-specific sub-committees included English Language Art Reading/Science of Teaching Reading, Math, Science, Social Studies, and Fine Arts, Health and Physical Education. Groups were limited to five committee members to have equitable distribution across sub-committees.

Committee members were then assigned pre-work asking them to familiarize themselves with the EC-6 Core Subjects standards to internalize the current vision for educator expectations across the EC-6

grade band, with the understanding that this document would be used as a springboard in the development of Early Childhood: Prekindergarten-Grade 3 Content standards for their chosen content area. Committee members were then asked to read the Prekindergarten Guidelines and TEKS for their chosen content area to internalize the vision for student expectations across the EC-3 grade band.

After completing their pre-reading assignments, committee members were then asked to re-read the EC-6 Core Subjects Standards for their chosen content area with the lens of aligning these educator expectations with the expectations of students in grades EC-3. As they read, committee members were instructed to capture notes, in whatever form was most useful for them, as to where the committee may need to adjust, remove, or add standard language to align to EC-3 TEKS expectations.

June 20-21, 2017

TEA staff conducted an in-person meeting held at the American Institute of Research (AIR). During the in-person committee meetings, committee members met in their content sub-committees to share their perspectives, ask clarifying questions of each other, and engage in a rich dialogue over the addition, removal, and revision of the current EC-6 standards to make recommendations for the development of new Early Childhood: Prekindergarten-Grade 3 Content standards. In addition, the English Language Arts and Science of Teaching Reading sub-committee made recommendations regarding the distribution of content across the English Language Arts Core Subject standards and the new Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading standards.

While some sub-committees found this work straight forward, others encountered challenges when it came to making their recommendations, due to the extent to which the TEKS have changed since the development of the EC-6 Core Subjects standards. One content-area sub-committee requested to approach the work differently to ensure better alignment with the TEKS and incorporate developmentally appropriate content pedagogy more intentionally. They did this by naming the TEKS and Pre-K guidelines as the content standards and drafting new content pedagogy standards aligned to their content area.

The facilitator shared the work of the sub-committees with TEA staff after the in-person committee meeting, who recommended approaching the development of Early Childhood: Prekindergarten-Grade 3 Content standards in a manner aligned with the second approach of adopting the TEKS as educator content standards.

TEA staff then drafted a potential pathway forward for the development of Early Childhood: Prekindergarten-Grade 3 Content and Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading standards, which would include establishing the Pre-K Guidelines and TEKS as educator standards. Rationale for this approach includes the understanding that the Pre-K Guidelines and TEKS are developmentally appropriate, rigorous, and research-based.

- June 30, 2017** After the in-person committee meeting, the facilitator shared the work of each sub-committee with the committee at large to provide everyone with the opportunity to further refine the recommendations of their sub-committee and lend their perspective and insight to the work of additional content-area sub-committees.
- July 25, 2017** TEA staff conducted a second webinar to review submitted feedback and next steps.
- July 31, 2017** TEA staff conducted a third webinar to review submitted feedback and next steps, including Early Childhood: Prekindergarten-Grade 3 Content Standards.
- August 4, 2017** TEA staff presented SBEC with an advisory committee update and next steps.
- August 8, 2017** TEA staff informed the advisory committees of the content of the SBEC work session and Board meeting.
- September 11, 2017** TEA staff conducted a fourth webinar to review submitted feedback regarding drafted Early Childhood: Prekindergarten-Grade 3 Content and Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading standards and paths towards an Early Childhood: Prekindergarten-Grade 3 certificate.
- September 15, 2017** TEA staff collected feedback from the EC-6 PPR subcommittee
- October 6, 2017** TEA staff presented SBEC with an advisory committee update and next steps. SBEC directed TEA staff to include EC-6 PPR standards along with EC-3 Content and Science of Teaching Reading standards at December 2017 meeting.
- December 8, 2017** TEA staff presents recommended EC-3 Content and Science of Teaching Reading standards to SBEC for proposal and publication in the *Texas Register*.