

## Item 13:

### Discussion and Update on Teacher Certification Redesign

#### DISCUSSION

**SUMMARY:** This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss an update on the Teacher Certification Redesign, presented to the Board on August 2, October 5, and December 7, 2018, including substituting subject-matter only assessments for pre-admission content tests (PACT), the option of an intensive pre-service pathway towards certification, updating the current content exams, and the proposed piloting phase of edTPA, a performance-based portfolio assessment.

This item precedes and outlines discussion of proposed changes that will be presented in detail later in the agenda.

The changes that are reflected in this item have the potential for significant and impactful results. Due to this potential impact, TEA staff has built in additional time over multiple meetings to discuss these changes with the Board and field before asking the Board to take action.

**STATUTORY AUTHORITY:** The statutory authority for the classroom teacher class certificate structure is Texas Education Code (TEC), §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4), 21.041(c), 21.044(a), 21.0441, 21.0418(a)

**BACKGROUND INFORMATION AND JUSTIFICATION:** At the August 2, 2018 SBEC work session and the October 5 and December 7, 2018 SBEC meetings, the Board discussed options to improve the rigor and relevance of the current teacher certification pathway. The proposed changes below strive to provide equitable access of candidates into educator preparation programs and align the day-to-day expectations of teachers to certification and assessment.

These proposed changes build on the Board's previous actions such as requiring the content test to be passed for issuance of an intern certificate and the adoption of grade-banded pedagogy and professional responsibilities (PPR) educator standards into rule.

#### Pre-Admission Content Tests

There are currently two routes for candidates to demonstrate subject-matter knowledge for entrance into an educator preparation program. The first is through previous coursework, and the second is through the passing of a pre-admission content test (PACT). Currently, the content certification exam that is used for certification purposes is the same assessment used for the PACT route. These tests currently contain a combination of content knowledge and content pedagogy (how to teach) questions.

Staff proposes replacing the current pre-admission content test with a subject-matter only test to better mirror the coursework requirement for admission purposes. This change will level the playing field for EPP accountability because programs that choose to require PACT for admission purposes are not held accountable for the pass rates, and currently only alternative certification programs are able to require PACT for admission purposes. This change will also benefit candidates as they will only be assessed on content knowledge and not content

pedagogy prior to entrance into a program. For candidates whose educator preparation programs require them to PACT for admission, there will be an increase in cost of \$106. Staff proposes to replace the current content certification test for PACT with a subject-matter only test beginning January 1, 2020.

The discussion of proposed changes can be found in Chapter 227 and Chapter 230.

#### *Intensive Pre-Service Option*

To support the research behind pre-service practice, staff proposes the addition of an optional route towards intern certification for candidates, which allows them to become the teacher of record. This option would require candidates to successfully complete an intensive pre-service program as well as demonstrate subject matter knowledge in their certification area prior to becoming a teacher of record. Intensive pre-service can be comprised of a four-week training program that provides candidates opportunities for supervised teaching in whole and small-group settings. This route provides flexibility to candidates, programs, and districts to choose the preparation path that best matches their needs. Staff proposes to implement this pathway in conjunction with the changes to the pre-admission content tests beginning January 1, 2020.

The discussion of proposed changes can be found in Chapter 228 and Chapter 230.

#### *edTPA (a portfolio-based assessment)*

The expectation for licensure is currently an EC-12 multiple-choice, content-agnostic assessment. TEA staff seeks to raise the rigor of the expectations of all teachers through the multi-year phase-in of content and grade-band specific edTPA assessments to replace the current EC-12 PPR exam. edTPA is a portfolio assessment comprised of three performance tasks that are designed to capture the real-life skills that teachers must demonstrate for successful teaching and learning. The three authentic tasks will require the educator to submit evidence from their classrooms throughout the planning, instruction, assessment, and reflection cycle.

The cost of the edTPA portfolio is \$281 and is inclusive of a \$30 rebate for all Texas-based and Texas-prepared candidates. TEA staff recognizes and is sensitive to the increased cost for future teacher candidates and believes that the investment in a more comprehensive assessment that aligns teacher development to certification will better prepare candidates for the classroom.

Based on feedback from the field, the agency would like to propose a two-year pilot period that would allow programs to choose to either continue with the current PPR or pursue the completion of edTPA for standard certification. Depending on the outcomes of the February meeting with the Board, the agency would like to release an application for programs to participate in a formal pilot that will include increased support and training as well as access to limited amounts of vouchers and Title II funding. This pilot period will allow the agency and the field to gather the necessary data to determine the future use of edTPA.

Staff has worked to engage stakeholders around the teacher certification redesign proposed changes. Attachment II provides a list of these meetings and calls.

Content Pedagogy Test Development Timeline

To support the focus on content pedagogy (how to teach a specific content), staff proposes the following test development schedule to redevelop the current content tests. These assessments will include multiple-choice (selected-response) items on the computer-administered test as well as written/essay (constructed-response) items. The cost of the enhanced assessments is \$136. In comparison, multiple-choice only assessments are \$116 under the current testing vendor; the cost of multiple-choice only assessments prior to September 1, 2018 was \$131.

For September 23, 2020 Test Launch	For February 3, 2021 Test Launch	For September 1, 2021 Test Launch
<ul style="list-style-type: none"> <li>• EC-3 Content</li> <li>• Science of Teaching Reading</li> <li>• Educational Diagnostician</li> </ul>	<ul style="list-style-type: none"> <li>• Health</li> <li>• PE</li> <li>• ESL Supplemental</li> <li>• ELAR 4-8</li> <li>• Counselor</li> <li>• Trade and Industrial Workforce Training PPR</li> </ul>	<ul style="list-style-type: none"> <li>• ESL Supplemental</li> <li>• ELAR 7-12</li> <li>• Bilingual Supplemental</li> <li>• BTLPT-Spanish</li> <li>• Assessments associated with Special Education certifications</li> </ul>

Special Education and Bilingual

Staff has conducted three personnel forums this fall and winter to gain stakeholder feedback and discuss options to ensure a robust and qualified special education educator pool. The forums focused on topics of certification, continuing professional education, certification by examination, and personnel assignments as it relates to the quality and staffing of special education educators. Staff anticipates a report of the findings to be available in Spring of 2019.

Currently, staff is scheduled to host a forum dedicated to the required assessment for the Bilingual certifications in March of 2019.

**FUTURE ACTION EXPECTED:** The following three tables provide a preview of upcoming rule items to implement the above changes.

<b>Table 1:</b> The following proposed changes will be brought to the Board for discussion in February 2019, proposal in April 2019, and adoption in July 2019.	
<b>Chapter</b>	<b>Anticipated Changes</b>
228: Requirements for Educator Preparation Programs	<ul style="list-style-type: none"> <li>• The proposed revisions would provide a definition for intensive pre-service training and create a new separate section for intensive pre-service requirements.</li> </ul>
230: Assessment of Educators (Subchapter A, C, D, and G)	<ul style="list-style-type: none"> <li>• The proposed amendments would update the chart specifying required tests for issuance of the standard certificate, update the list of certification testing fees to include edTPA, and create new requirements for issuance of intern and probationary certificates for the intensive pre-service option. These changes would enable individuals in programs that pilot edTPA to receive a standard certificate with the completion of edTPA in place of the PPR.</li> </ul>

<b>Table 2:</b> The following proposed changes will be brought to the Board for discussion in February and April 2019, proposal in July 2019, and adoption in October 2019.	
<b>Chapter</b>	<b>Anticipated Changes</b>
227: Admission to Educator Preparation Programs (Subchapter A)	<ul style="list-style-type: none"> <li>The proposed revisions implement subject-matter-only assessments to be used for the Pre-Admission Content Test (PACT) in lieu of the current examination that tests an applicant’s knowledge of both content and pedagogy prior to admission to an educator preparation program (EPP).</li> </ul>

**PUBLIC AND STUDENT BENEFIT:** The public and student benefit anticipated as a result of the proposed revisions 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.

**Staff Members Responsible:**

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

**Attachments:**

- I. Statutory Citations
- II. Stakeholder Engagement Meetings

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**ATTACHMENT I****Statutory Citations Related to Classroom Teacher Certificate Structure and Appointment of Advisory Committees****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, §21.041. 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;
- (c) The board shall propose a rule adopting a fee for the issuance and maintenance of an educator certificate that, when combined with any fees imposed under Subsection (d), is adequate to cover the cost of administration of this subchapter.

**Texas Education Code, §21.044, Educator Preparation (excerpts):**

- (a) The board shall propose rules establishing the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program. The board shall specify the minimum academic qualifications required for a certificate.

**Texas Education Code, §21.0441, Admission Requirements for Educator Preparation Programs:**

- (2) if the person is seeking initial certification:
- (A) has successfully completed at least:
    - (i) 15 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is seeking

- certification to teach mathematics or science at or above grade level seven; or
- (ii) 12 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is not seeking certification to teach mathematics or science at or above grade level seven; or
- (B) has achieved a satisfactory level of performance on a content certification examination, which may be a content certification examination administered by a vendor approved by the commissioner for purposes of administering such an examination for the year for which the person is applying for admission to the program.

**Texas Education Code, §21.048, Certification Examinations (excerpt):**

- (a) The board shall propose rules prescribing comprehensive examinations for each class of certificate issued by the board.

**ATTACHMENT II****Stakeholder Engagement Meetings**

<b>Date</b>	<b>Type</b>	<b>Location</b>	<b>Number Reached</b>
September 11, 2018	Small-group meeting (Sam Houston, Texas State, TAMU-CT, TAMIU, UT-Arlington, Texas Tech, St. Edwards, Texas Woman's, TAMU-Kingsville, Prairie View A&M)	Austin, Texas	10
September 24, 2018	Small-group meeting (RELAY, ECAP, iteach, Texas Teachers, TNTP, Region 4, Region 20)	Austin, Texas	9
September 25, 2018	Educator Preparation Advisory Council	Austin, Texas	25
September 26, 2018	Meeting with Teach Plus Fellows	Online	25+
October 2, 2018	Call with Urban Teachers	Phone	1
October 12, 2018	Call with iTeach	Phone	1
October 17, 2018	Meeting with TCTA and ATPE	Austin, Texas	2
October 17, 2018	Release of FAQ Information	Online	N/A
October 18, 2018	Meeting with TASA, TASB, and TASPAA	Austin, Texas	5
October 21-23, 2018	Consortium of State Organizations for Texas Teacher Education (CSOTTE) Conference	San Antonio, Texas	~451
October 23, 2018	Stakeholder Engagement Meeting	San Antonio, Texas	85+
October 24, 2018	Call with University of North Texas - Dallas	Phone	1
October 26, 2018	Meeting with Texas State University	San Marcos, Texas	2
October 26, 2018	Stakeholder Engagement Survey	Online	140+
October 29, 2018	Call with University of Mary Hardin Baylor	Phone	2
October 29, 2018	Call with University of Texas at Arlington	Phone	1
October 30, 2018	edTPA Orientation Webinar with SCALE and Pearson	Online	41
October 30, 2018	Call with University of North Texas	Phone	1
November 1, 2018	Call with Abilene Christian University	Phone	1
November 6, 2018	Call with Schreiner University	Phone	2

November 6, 2018	Release of FAQ Information	Online	N/A
November 7, 2018	Call with Sam Houston State University	Phone	4
November 7, 2018	Meeting with TASSP and TEPSA	Austin, Texas	3
November 8, 2018	Meeting with Commissioner's TASA Cabinet of Superintendents	Austin, Texas	26
November 8, 2018	Stakeholder Engagement Meeting	Austin, Texas	40+
November 8, 2018	Meeting with ECAP	Austin, Texas	3
November 9, 2018	edTPA Orientation Webinar with SCALE and Pearson	Online	33
November 12, 2018	Educator Preparation Advisory Council	Austin, Texas	25
November 13, 2018	Meeting with ESC Executive Directors	Austin, Texas	20
November 13, 2018	Meeting with Texas A&M System	Austin, Texas	30
November 14, 2018	Meeting with ESC Core Group	Austin, Texas	20
November 16, 2018	Meeting with UT Austin	Austin, Texas	8+
November 19, 2018	edTPA Orientation Webinar with SCALE and Pearson	Online	63
November 27, 2018	edTPA Orientation Webinar with SCALE and Pearson	Online	44
December 4, 2018	Meeting with ESC Consortium of Preparation	Austin, Texas	30+
December 10, 2018	Meeting with Commit's Best in Class	Dallas, Texas	20
December 12-14, 2018	Texas Association of School Personnel Administrators (TASPA) Conference	Austin, Texas	50+
December 13, 2018	Webinar with Texas A&M	Online	25
December 19, 2018	Meeting with District 1 TASPA Group	Edinburg, Texas	30
December 19, 2018	Call with SMU	Phone	2
January 2, 2019	Release of FAQ Information	Online	N/A
January 8, 2019	Meeting with Central Texas TASPA Group	Austin, Texas	50
January 9, 2019	Meeting with TEA's Chief Academic Officer council	Austin, Texas	10
January 15, 2019	Meeting with North Central TASPA Group	Dallas, Texas	50
January 16, 2019	edTPA 101 session at ESC 20	San Antonio, Texas	30



January 17, 2019	Meeting with PAR 19 (El Paso area TASPAs group)	San Elizario, Texas	35
January 18, 2019	edTPA 101 session at Texas Women's University	Dallas, Texas	20
January 22, 2019	edTPA 101 at University of Texas at Arlington	Arlington, Texas	40
January 23, 2019	edTPA 101 session at Mary-Hardin Baylor	Belton, Texas	11
January 25, 2019	Meeting with The Texas Association of Colleges for Teacher Education (TACTE)	Austin, Texas	40+
January 27-30, 2019	Texas Association of School Administrators (TASA) Conference	Austin, Texas	60+
February 2, 2019	Meeting with Gulf Coast TASPAs Group	Houston, Texas	30+
February 6, 2019	edTPA 101 at Stephen F. Austin University	Nacogdoches, Texas	TBD
February 8, 2019	Meeting with Educator Preparation Advisory Council	Austin, Texas	TBD
February 11, 2019	Texas Alternative Certification Association Winter Retreat	Fort Worth, Texas	TBD
February 13, 2019	edTPA 101 at ESC 1	Edinburg, Texas	TBD
February 20, 2019	Meeting with West Texas TASPAs Group	Lubbock, Texas	TBD
February 27, 2019	Meeting with ESC 12 Superintendents	Waco, Texas	TBD
March 22, 2019	edTPA 101 session at Texas A&M Kingsville	Kingsville, Texas	TBD
March 29, 2019	Regional workshop at University of North Texas	Denton, Texas	TBD
April 9, 2019	edTPA 101 session at ESC 4, Inspire Texas	Houston, Texas	TBD
April 26, 2019	Regional workshop at Texas A&M Kingsville	Kingsville, Texas	TBD
May 1, 2019	Regional workshop at ESC 4, Inspire Texas	Houston, Texas	TBD