

2016 CSOTTE Conference  
TEA Information Session  
October 18, 2016

## Chapters adopted at October 7 SBEC meeting

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- 228 – EPP Requirements
- 229 – EPP Accountability
- 230 – Certification
- 231 – Assignments
- 233 – Classroom Teacher Certificate Categories
- 247 – Educators’ Code of Ethics
- 249 – Disciplinary Proceedings

Each of these Chapters will be reviewed at the November 18 State Board of Education (SBOE) meeting before going into effect



## Where to Find Rules and More Information

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### State Board for Educator Certification Rules - Texas Administrative Code

[http://tea.texas.gov/About\\_TEA/Laws\\_and\\_Rules/SBEC\\_Rules\\_\(TAC\)/State\\_Board\\_for\\_Educator\\_Certification\\_Rules\\_-\\_Texas\\_Administrative\\_Code/](http://tea.texas.gov/About_TEA/Laws_and_Rules/SBEC_Rules_(TAC)/State_Board_for_Educator_Certification_Rules_-_Texas_Administrative_Code/)

### State Board for Educator Certification Information

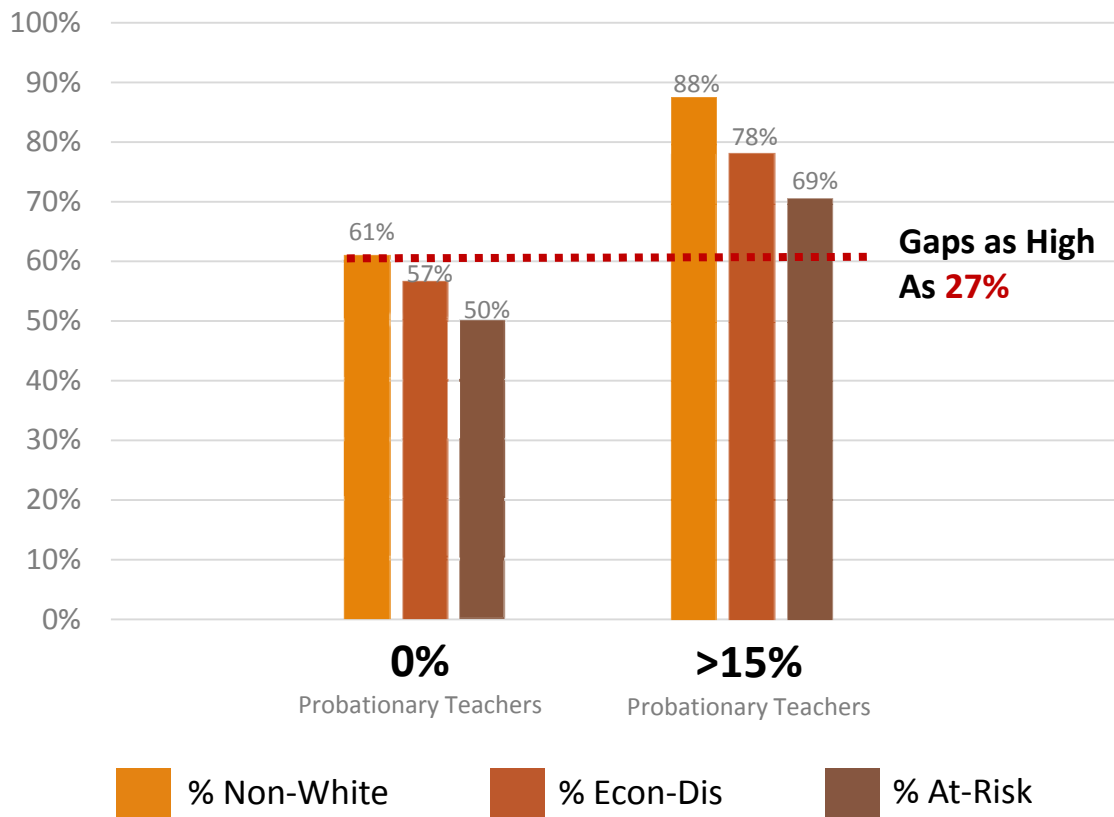
[http://tea.texas.gov/About\\_TEA/Leadership/State\\_Board\\_for\\_Educator\\_Certification/](http://tea.texas.gov/About_TEA/Leadership/State_Board_for_Educator_Certification/)

Main goals for changes:

- Improve quality
- Increase support
- Improve transparency
- Increase consistency while maintain flexibility

Several changes were made at proposal and adoption based on informal and formal stakeholder input

# Probationary Certificates and Student Demographics

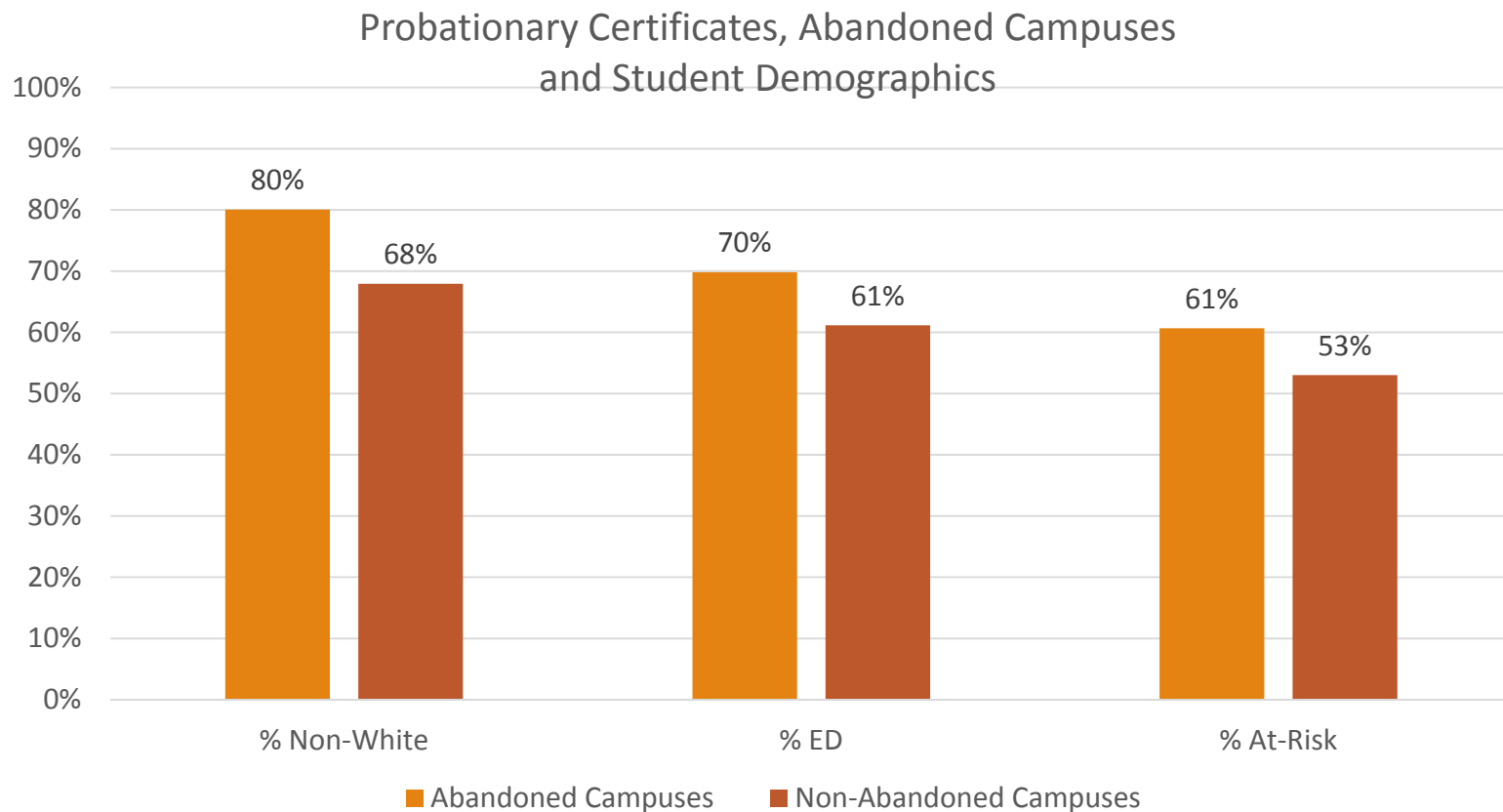


## Probationary Certificates

Teachers on probationary certificates are completing internships through educator preparation programs. Students at campuses with more of these teachers *tend to be more non-white, economically disadvantaged and at-risk.*

\*Based on 2014-2015 ECOS and PEIMS data

# Probationary Abandonment



\*Based on 2014-2015 ECOS and PEIMS data

Criteria for cooperating teachers, mentors, site supervisors, and field supervisors

- Currently certified
- Experience in the certification field
- Accomplished educator
- Training within three weeks of assignment (CT/M/SS)

### Late Hire Date

- Changed from June 15 to the 45<sup>th</sup> day before the first instructional day

### School day

- Defined as seven hours or 420 minutes

### Post-baccalaureate Program

- Defined as EPP that provides certification and additional degree



- Program Approval Components
  - ownership and governance of the EPP;
  - criteria for admission to the EPP;
  - EPP curriculum;
  - EPP coursework and/or training, including ongoing support during clinical teaching, internship, and practicum experiences;
  - certification procedures;
  - assessment and evaluation of candidates for certification and EPP improvement;
  - professional conduct of EPP staff and candidates;
  - EPP complaint procedures; and
  - required submissions of information, surveys, and other accountability data.

- Continuing Entity Approval
- TEA staff shall, at the minimum, use the following risk factors to determine the need for discretionary reviews and the type of five-year reviews:
  - a history of the program's compliance with state law and board rules, standards, and procedures;
  - whether the program meets the accountability standards under Texas Education Code, §21.045; and
  - whether a program is accredited by other organizations.
- Figure of Evidence

- Changes to Program
  - Accredited = notice
  - Rating other than Accredited = TEA staff approval
- Calendar of Program Activities
  - Each EPP must develop and implement a calendar of program activities that must include a deadline for accepting candidates into a program cycle to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience.
  - If an EPP accepts candidates after the deadline, the EPP must develop and implement a calendar of program activities to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching experience or prior to or during an internship experience.

- **Educators' Code of Ethics**
  - professional ethical conduct, practices, and performance;
  - ethical conduct toward professional colleagues; and
  - ethical conduct toward students
- **Mental Health, Substance Abuse, and Youth Suicide**
  - Select training from programs on the list of recommended best practice-based programs
  - Mental health training must include effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and supports

## Chapter 228.35: Coursework and Training

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- 50 hours through school or district for late hires
- Credit prior or ongoing service, training, and education toward EPP requirements (military and non-military)
- Online coursework accreditation or certification
- 150 hours of coursework and training based on Texas Teacher Standards before clinical teaching or internship

- 14 weeks of full-day or 28 weeks of half-day clinical teaching assignments
- Clinical teaching exception for innovative EPPs
- Formal observations
  - Pre-conference
  - Observation
  - Post-conference
- Full range of professional responsibilities that include the start of the school year

- Internship certificates
  - Intern
    - must pass content exams
    - one year
    - five formal observations
  - Probationary
    - must pass all exams (content and PPR)
    - one year with option for one additional year
    - three formal observations (unless previous internship was unsuccessful)
  - Multiple certificate assignments
- Exemptions to clinical teaching and internships
  - Instructional Aide
  - JROTC

- EPP responsibility for preparing candidates for certification examinations or admitting candidates who have already passed the examinations
- Candidate request to change certification categories
- Continuous improvement process for program evaluation

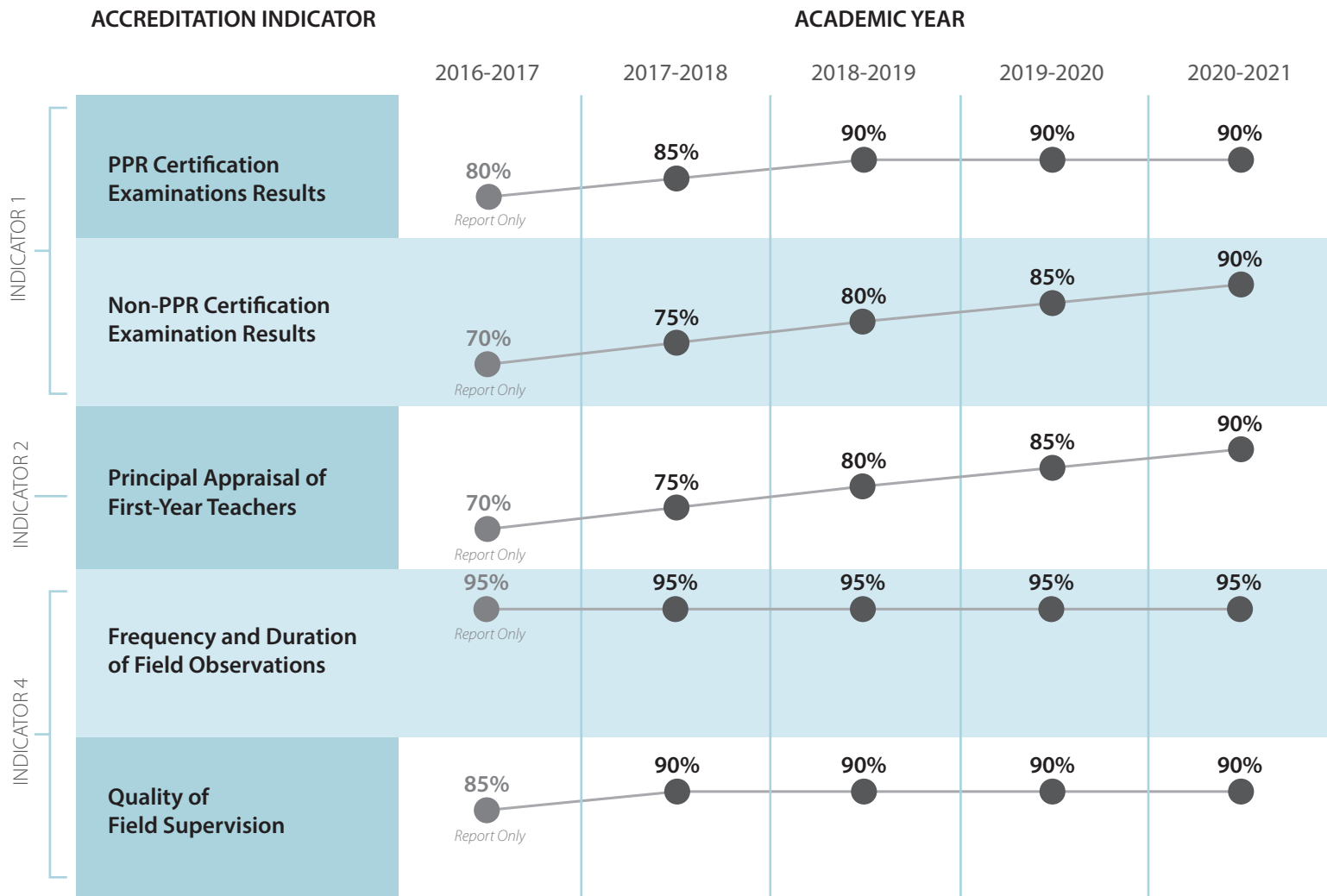


- An effective accountability system should meaningfully differentiate program performance to inform consumers and to serve as the basis for ongoing program support and improvement or for revoking the program.
- The proposal provides for a “report only” year for 2016-2017 results to give programs ample time to evaluate the impact of these increases and to make improvements to their curriculum and program supports to achieve better results.
- Although the student achievement and teacher satisfaction survey indicators would not be implemented immediately, this would allow time for further development of those indicators and provide a strong base accountability system to which they could be added once they are available.

- Defining the pass rate for certification exams to be performance on a candidate's first two attempts of any exam to provide a better measure of a program's role in their candidates' success on certification exams and to encourage programs to raise the bar for entry into teaching.
- Distinguishing between and setting different performance standards for pedagogy and professional responsibilities (PPR) and non-PPR exams, which include content exams and other supplemental exams, to prevent programs from compensating for lower performance on non-PPR exams with higher performance on PPR exams.

- Setting performance standards for the survey of first-year teachers to factor school administrator's evaluations of first-year teachers into the preparation program's accountability ratings.
- Setting performance standards for both compliance with field supervision requirements and for the quality of field supervision.
- Providing for performance standards to increase gradually, yet consistently, over time.
- Changing the minimum size criteria for inclusion in the accountability ratings back to 10 instead of 20 to ensure as many programs as possible are included in the ratings and to ensure that all candidates receive the support necessary to succeed.

### Accountability System for Educator Preparation Accreditation Indicators



Providing transparency around the effectiveness of all preparation programs (traditional, alternative routes, and distance) by requiring states to report annually – at the *program* level – on the following measures:

- Placement and retention rates of graduates in their first three years of teaching, including placement and retention in high-need schools;
- Feedback from graduates and their employers on the effectiveness of program preparation;
- Student learning outcomes measured by novice teachers' student growth, teacher evaluation results, and/or another state-determined measure that is relevant to students' outcomes, including academic performance, and meaningfully differentiates amongst teachers; and
- Other program characteristics, including assurances that the program has specialized accreditation or graduates candidates with content and pedagogical knowledge, and quality clinical preparation, who have met rigorous exit requirements.

## Federal Regulations

Allowing states flexibility in whether to report on additional measures, and how to weigh all outcome measures, while requiring states to categorize program effectiveness using at least three levels of performance (effective, at-risk, and low-performing). States must provide technical assistance to any program rated as low-performing to help it improve.

Requiring states to engage with a wide range of stakeholders, including educators and a wide range of program providers, in developing and/or improving their meaningful systems to identify effective and low-performing programs.

Incentivizing aspiring teachers in a high-need field or in a low-income school to attend high-quality programs by limiting TEACH grants to only those programs that states determine to be effective for at least two of the previous three years.

States will design their reporting system, in consultation with stakeholders, during the 2016-17 academic year. They may choose to use 2017-18 as a pilot year and will fully implement the system in 2018-19.

### 19 TAC Chapter 230

- Definitions
- General Requirements, such as English proficiency
- Testing
- Types of certificates, including Probationary Certificates
- Educational Aides
- Emergency Permits
- Issuance procedures, including fees and certification by examination
- Out-of-State Certified Educators

### **Adopted Changes to Chapter 230** **Subchapters A and B**

#### Subchapter A – Definitions

- New terms added, some terms deleted, some terms clarified or revised

#### Subchapter B – General Certification Requirements

- English Language Proficiency – Clarify that the primary language of instruction of the university must be English, regardless of where the university is located or pass the TOEFL-iBT
- Eliminate the Temporary Teacher Certificate as a route to certification.
- Move military provisions to new Chapter 234



### **Changes to Chapter 230 Subchapter C – Assessment (Already Adopted)**

#### **Assessment of Educators**

- House Bill 2205 called for immediate implementation September 1, 2015
- Limited to 5 total attempts of the same test
- All attempts of a given test prior to September 1, 2015 count as one attempt.
- Each administration/test date of a test or portions of the same test count as one attempt.

#### **Waiver Procedures**

- If approved, may take the test one additional time.
- Additional professional development addressing failed test domains required.

### Adopted Changes to Chapter 230 Subchapter D – Types and Classes

- **Intern Certificate** - valid for one year, for EPP candidates who have passed the content test, may not be renewed
- **Probationary Certificate** - valid for one year, for EPP candidates who have passed the PPR and content test, may be renewed one time
- **Temporary Teacher Certificate** – eliminate due to low participation, no participating districts, few certificates issued
- **Visiting International Teachers (Spain)** – valid for three years, may qualify for a One-Year Certificate through the out-of-country review process, if eligible. English proficiency rules must be met for issuance.

### **Adopted Changes to Chapter 230** **Subchapter E – Educational Aides**

Issued Prior to 09-01-2017 – Valid for 5 years

#### **Effective 09-01-2017**

- Valid for 2 years,
- Not subject to renewal
- Must apply and be recommended by a public school for a new certificate
- Renewal not required to be recommended for a higher level

### Adopted Changes to Chapter 230 Subchapter F –Permits

#### Effective 2017-2018 school Year

- Limit permits to one year, except for JROTC and VI assignments
- Persons holding an intern or probationary certificate may not be placed on a permit during the validity period.
- Temporary Classroom Assignment Permit (TCAP) for teaching out of field at the secondary level – increase to 12 semester hours in subject taught, 15 semester hours for math or science assignments.
- Bilingual Permits for Educators Certified at the grade level – 6 semester hours in the target language, OR Passing score on the appropriate language proficiency test (i.e. BTLPT or ACTFL)
- Eliminate Nonrenewable Permit, Option C – Out-of-state certified educators issued a One-Year Certificate who passed the content test and failed the PPR

**Adopted Changes to Chapter 230**  
**Subchapter G – Issuance Procedures**

- Procedures for Correcting a Certificate or Permit Issued in Error
- Allow Health Science and PPR for Trade and Industrial Education by Exam for certified educators with an associate's or bachelor's degree, current license and acceptable experience
- Procedures to Voluntarily Relinquish a Certificate Area



## Chapter 229 and 230: Fees

Service Funded by Fee	Current Fee	Proposed Fee
<b>Accountability System for Educator Preparation Programs (ASEP) Technology</b>	\$0	\$55 per admitted candidate FYs 17-18, \$33 per admitted candidate FYs 19 and beyond
<b>Five-Year Continuing Entity Review</b>	\$4,500	\$0 if review does not require a visit, \$4,500 if review requires a visit
<b>Discretionary Continuing Entity Review</b>	\$4,500	\$0 if review does not require a visit, \$4,500 if review requires a visit
<b>Out-of-State/Country Clinical Teaching/Internship/Practicum Application</b>	\$0	\$500
<b>Educational Aide Initial</b>	\$30	\$15 (proposed two-year certificate replaces five-year certificate)
<b>Educational Aide Renewal</b>	\$10	\$0 (proposed two-year certificate cannot be renewed)
<b>Intern Certificate</b>	\$0	\$75 (new certificate)
<b>Probationary Certificate</b>	\$50	\$75 (matches cost for standard certificate)
<b>Superintendent Review of Credentials</b>	\$0	\$160 (new rule)
<b>Visiting International Teacher</b>	\$50	\$75 (matches cost for standard certificate)
<b>Criminal History Review</b>	\$6	\$10 (represents TEA share of fee)

\* The fees above do not include any E-Pay supplemental fees that are added by Texas.gov and authorized by 19 TAC §230.103.

### Assignment Rules

#### Effective May 15, 2016

- Bilingual Education PK-6 – A certificate for the grade levels and subjects areas plus any bilingual certificate or endorsement.
- Remove references to Technology Applications: Grades 7-12 certificate
- Principles of Technology – Remove the TEA-approved training requirement
- Principles of Engineering – Remove the requirements for 8 semester hours in physics

#### Effective December 27, 2016

- Personal Financial Literacy – Any business certificate, Social Studies 6-12, 7-12 or 8-12, or Secondary Economics 6-12

### **Several revisions to classroom teacher certificate categories were adopted or recently adopted.**

- ESL certificates allow assignment to the English portion of dual language immersion/one-way or two-way bilingual education
- Theatre Grades: EC-12 – may teach Musical Theatre
- Dance: Grades 6-12 – newly proposed
- Dance Grades: 8-12 – may teach Dance 1-3 in grades 6-8
- New LOTE Grades EC-12 certificates – Korean and Portuguese
- New Junior ROTC Grades 6-12 certificate – a few have been issued
- Grades 8-12 certificates that were discontinued in fall 2015 have been deleted from Chapter 233, still present in Chapter 231



**Trade and Industrial Education  
Grades 6-12**

- Effective 05-15-2016
- High School Diploma or GED – 5 years of wage-earning experience earned within the past 10 years.
- Associate's or Bachelor's Degree – 2 years of wage-earning experience earned within the past 10 years.

- Clarifies that educators are prohibited from being under the influence of alcohol while working as educators and not just from actually drinking on campus.
- Implements requirements from the new Every Student Succeeds Act (ESSA) to prohibit school employees from assisting other school employees from obtaining new jobs if the individual knows or has probable cause to believe that the individual seek a job has engaged in sexual misconduct regarding a minor or student.

- Updates the rule to match a statutory clarification regarding when a superintendent or charter school director must report misconduct to SBEC.
- Clarifies the breadth of soliciting or engaging in sexual conduct or a romantic relationship with a student or minor to ensure that inappropriate communication and boundary violations are “Priority 1 misconduct” that warrants an investigative notice on an individual’s certificate.
- Creates a mandatory minimum sanction of a one-year suspension and completion of a drug or alcohol treatment program for educators who are subject to sanction for testing positive for drugs or alcohol or possession of drugs or alcohol while on a campus.
- Adds intentional, knowing, or reckless injury to a student or minor to the list of conduct for which permanent revocation is the mandatory penalty.

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Agriculture, Food and Natural Resources 6-12 (TExES 272) – Fall 2015

Business and Finance 6-12 (TExES 276) – Fall 2015

Health Science 6-12 (TExES 273) – Fall 2015

Marketing 6-12 (TExES 275) – Fall 2015

LOTE Korean EC-12 (ACTFL 630, 631) – Fall 2016

LOTE Portuguese EC-12 (ACTFL 632, 633) – Fall 2016

Computer Science 8-12 (TExES 241) – Fall 2016 – New Standards

Technology Applications EC-12 (TExES 242) – Fall 2016 – New Standards

Dance 6-12 (279) – January 2017

Generalist EC-6 (TExES 191) and 4-8 (TExES 111)

Bilingual Generalist EC-6 (TExES 192) and 4-8 (TExES 119)

ESL Generalist EC-6 (TExES 193) and 4-8 (TExES 120)

Agricultural Science and Technology 6-12 (TExES 172)

Business Education 6-12 (TExES 176)

Health Science Technology 8-12 (TExES 173)

Marketing Education 8-12 (TExES 175)

- Complete all requirements by 08-31-2017
- Apply/Recommendation by 10-30-2017

Computer Science 8-12 (TExES 141) - test only

Dance 8-12 (TExES 179) - test and certificate

Technology Applications 8-12 (TExES 139) - test and certificate

Technology Applications EC-12 (TExES 142) - test only

- Complete all requirements by 08-31-2018
- Apply/Recommendation by 10-30-2018

## TEA Help Desk Options

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On or about October 26, the menu options for TEA telephone support will be changing. The telephone number will remain the same (512-936-8400) but the new menu for telephone support will be:

**Option 2 – Certification/Testing/ TEAL/ECOS Account Access**

**Option 3 – Fingerprinting**

**Option 4 – Highly Qualified/ESSA Teacher Status**

**Option 5 – Educator Preparation Programs/Continuing Professional Education**

**Option 6 – Investigations**

**Option 8 – General Contact Information/Fax Numbers**

We strongly advise that educators who need assistance with their TEAL/ECOS account access ask for help via the online help desk at

<https://txeduagency.zendesk.com/>.



## RFQ for EPP Monitors

The TEA is seeking qualified respondents to serve as monitors for designated EPPs. Monitors will be responsible for assessing and addressing designated EPP deficiencies, recommending or directing actions to address these deficiencies, and reporting to the TEA and/or the SBEC on improvement plans and strategies.

The TEA anticipates the need for appointees throughout the year at various times and locations. The TEA reserves the right to select more than one qualified respondent from the pool of qualified respondents.

Proposals are due on November 8, 2016. More information can be found at [http://esbd.cpa.state.tx.us/bid\\_show.cfm?bidid=127710](http://esbd.cpa.state.tx.us/bid_show.cfm?bidid=127710)





# Contact TEA

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## Educator Preparation and Program Accountability

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Educator Preparation Provider Resources -

[http://tea.texas.gov/Texas\\_Educators/Preparation\\_and\\_Continuing\\_Education/Program\\_Provider\\_Resources/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Program_Provider_Resources/)

## Educator Certification and Testing

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Educator Certification and Testing –

[http://tea.texas.gov/Texas\\_Educators/Certification/](http://tea.texas.gov/Texas_Educators/Certification/)