

Teacher Credentialing Models Texas

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Why did your state decide to develop a teacher credentialing process?	<ul style="list-style-type: none"> √ In 1995, the 74th Session of the Texas Legislature authorized the Texas Education Agency (TEA) to “...prescribe and administer rules for teacher certification for adult education;” This authorization is prescribed under Texas Education Code (TEC §29.252(6). √ The original impetus for the creation of an adult education credential in Texas originated from state adult education teacher professional organizations, the Texas Association for Literacy and Adult Education (TALAE). TALAE members advocated that the creation of an adult educator credential would serve as a means to begin professionalizing the field of adult education. √ TALAE met with TEA officials and asked the agency to begin a demonstration to develop a credentialing process.
As you began the development process, how did you involve the field?	<ul style="list-style-type: none"> √ The development process involved many practitioners from the field of adult education and family literacy in Texas. √ The process began with a series of focus groups conducted throughout the state of Texas. Participants consisted of educators, administrators, workforce, service providers, and vested stakeholders. √ Participants from the field were involved throughout the entire development and pilot/field testing processes.
What did you use to guide the development of the credentialing process (e.g., K-12 credentialing model, teacher standards/competencies, etc.)?	<p>In order to begin the development of the Texas Adult Education Teacher Credential, project staff began by surveying the 50 states in order to obtain information about other credentialing models. Many states responded; however, three states in particular had models of interest to Texas.</p> <ul style="list-style-type: none"> √ Kansas had a point system which inspired our current point system. √ Kentucky’s model allowed for a diverse range of training options which is similar to what Texas developed as a model. √ Arkansas’s model, while a more traditional format had several components that practitioners felt were appropriate as well. <p>Also, at the same time, Texas had another grant funded project under development. This project was for Teachers New to Adult Education. Its purpose was to “standardize” new teacher orientation throughout the state. From this project, the six core content areas of the Texas Credential were created. Finally, the six core content areas were aligned with the Texas Adult Education Instructor Proficiencies and Indicators of Program Quality (IPQ’s) as well as with research in the field of adult education.</p>
	The Texas Teacher Credential is voluntary. There is no requirement

<p>What are the components and requirements for your teacher credentialing process? Is it mandatory or voluntary? Is it administered through the K-12 teacher credentialing system, or is it a separate entity?</p>	<p>for teachers of adult education in Texas to be certified either as adult educators or as K-12 educators. The following are the State Board of Education Rules for Adult Education:</p> <p style="text-align: center;">Texas Administrative Code State Board of Education Rule-Title 19, Part II, Chapter 89. Adaptations for Special Populations Subchapter B. Adult Basic and Secondary Education</p> <p>§89.25. Qualifications and Training of Staff. The requirements of this section shall apply to all adult education staff hired after September 1, 1996, excluding clerical and janitorial staff.</p> <ol style="list-style-type: none"> (1) All staff shall receive at least 12 clock hours of professional development annually. (2) All staff new to adult education shall receive six clock hours of preservice professional development before they begin work in an adult education program. (3) Aides shall have at least a high school diploma or high school equivalency certificate. (4) The following apply to directors, teachers, counselors, and supervisors. <ol style="list-style-type: none"> (A) Persons must possess at least a bachelor's degree. (B) Persons without valid Texas teacher certification must attend 12 clock hours of inservice professional development annually in addition to that specified in paragraph (1) of this section until they have completed either six clock hours of adult education college credit or attained two years of adult education experience. (5) The requirements for inservice professional development may be reduced by local programs in individual cases where exceptional circumstances prevent employees from completing the required hours of inservice professional development. Documentation shall be kept justifying such circumstances. Requests for exemption from staff qualification requirements in individual cases may be submitted to the Texas Education Agency (TEA) for approval in the application for funding and must include justification and proposed qualifications. (6) Records of staff qualifications and professional development shall be maintained by each fiscal agent and must be available for monitoring. (7) The requirements in paragraphs (1)-(5) of this section also apply to volunteers who generate student contact time, as defined under §89.21 of this title (relating to Definitions), which is accrued by the adult education program and reported to TEA for funding purposes. <p><i>Source: The provisions of this §89.25 adopted to be effective September 1, 1996, 21 TexReg 5690.</i></p> <p>√ The Credential Program is not administered through the K-12 credentialing system. While both K-12 and adult education are the responsibility of TEA, K-12 is handled in house by agency staff while adult education is administered</p>
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	<p>and outsourced to the Harris County Department of Education (Texas LEARNS). Texas LEARNS has elected to sub-contract the development of the credential to The Education Institute at Texas State University-San Marcos. The Education Institute continues to oversee and administer the project.</p> <ul style="list-style-type: none"> √ The Texas Teacher Credential is based upon a professional development model. √ Teachers attend professional development activities which address six core content areas. √ Teachers then must go back to their classroom and actually apply what they have learned from professional development activities. √ Following implementation, teachers go through a reflective process and produce written reflections (using a standardized, validated rubric) which are then submitted to create an electronic portfolio. √ Reflections are reviewed and evaluated by scorers (blind scoring process) who have been trained to evaluate each reflection against the rubric. √ Teachers earn points for successful reflections. A total of 150 points are spread across the six core content areas. √ A Credential is issued once the teacher has earned the appropriate distribution of at least 150 points. √ The only requirement for eligibility at this time is that teachers must be listed as the teacher of record in the Texas Educating Adults Management System (TEAMS) which is managed by TEA. √ This ensures that the teachers meet the qualifications in Chapter 89 (above)
<p>Once the credentialing process was developed, how did you present it to the field (e.g., piloted it with a select number of teachers first, regional focus groups, statewide meeting, etc.)?</p>	<ul style="list-style-type: none"> √ Once the Credential was created, it was both pilot tested and field tested. √ Presentations were made at a variety of state conferences and meetings of professional organizations. √ Also, the initial requirement for teachers who wish to earn a Credential is that they must attend a Professional Development Planning Workshop (PDPW). √ PDPW's were conducted throughout the state of Texas. √ Teachers were awarded six hours of professional development credit for completing the workshop and it was also worth ten points toward the 150 point requirement to earn the Credential.
<p>If your process is voluntary, what has the participation rate been? Are there incentives to encourage</p>	<ul style="list-style-type: none"> √ There are no incentives offered by the state to earn a Credential at this time. However, there are some incentives offered by professional organizations and by local programs. TALAE, the organization that was instrumental

<p>pursuit of the credential?</p>	<p>in the development process, has agreed to give \$100.00 to the first 200 teachers who complete the Credential. Local programs have offered incentives to encourage teachers to pursue a Credential as well. Some pay for additional professional development, travel costs, and provide substitute teachers when necessary.</p> <p>√ Development of the Credential began in 1998. However, shortly after completion of the model, funding for the project was stopped. Funding was later re-instated in 2003. The model was revised and was first fully implemented in 2006 when programming for The Credential Information Tracking System (CredITS) was completed. There have been 119 teachers who have officially enrolled in the Credential to date.</p>
<p>How are you measuring and tracking the impact of the credentialing process on teacher quality and effectiveness?</p>	<p>√ We are currently in the early stages of our evaluation and assessment plan. The primary research question for the evaluation and assessment plan is: <i>What affect does focused and sustained professional development required by The Texas Adult Education Teacher Credential have on teacher quality, teacher career opportunities, and student achievement and student persistence?</i></p> <p>√ TEA and Texas LEARNS maintain the Texas Educating Adults Management System (TEAMS) database which contains information on both teachers and students. Teacher data include: gender, education level, public school certification, adult education employment history, professional development history by year, professional development hours by year, and class information for the current year and one year prior. Student data includes: enrollment and completion data by program, percent of students who meet one or more of their educational objectives by program, percent of students who complete one or more levels of Adult Basic Education (ABE) or English as a Second Language (ESL). Aggregated data related to transitions include: percent of students who gain and/or maintain unsubsidized employment, obtain a GED, and enroll in postsecondary education or training. Additional data related to individual student achievement is maintained in TEAMS by teacher by class taught. Scores for the following are available in TEAMS: for ABE and ASE students the TABE Reading, Language and Mathematics; and for ESL students the Best Plus Oral and BEST Literacy Skills.</p> <p>√ The Credential Project maintains the Credential Project database which contains information related to the progress of teachers pursuing the Credential. The database also contains the performance assessment data for each teacher. Variables used will include- by teacher: length of time to earn a credential, average number of submissions required for approval, and types of professional development applied towards the credential.</p>

	<ul style="list-style-type: none"> √ Interview and/or survey data may be used as well. Data obtained from teachers, program administrators and students will provide additional context and may be used to obtain a more thorough understanding of the data detailed above and the affects of the focused and sustained professional development in which teachers are engaged as they pursue the Credential.
<p>What recommendations would you give to a state interested in pursuing teacher credentialing?</p>	<ul style="list-style-type: none"> √ There are several recommendations that we would offer to other states who might be interested in developing a Teacher Credential. First, be sure to involve the field at every step in the development process. They should be involved in everything: conceptualization, content development, process and structure, assessment design, assessment validation, etc. √ The next recommendation would be to not rush into implementation. The Texas Credential was slow to gain momentum due to the fact that teachers were encouraged to begin working toward a Credential before key aspects of the process were complete (e.g. the scoring rubric for the reflections and the CredITS system were being developed). Teachers experienced frustration as they were ready to begin writing and submitting reflections, but crucial tools they needed were not available. √ The final recommendation would be to make certain that you have at least one individual guiding the development process who has a background in the development of standards, certification structures and assessment.