From: Joanie Rethlake <jrethlake@hcde-texas.org>
Date: Wed, 26 Jan 2011 21:16:07 -0600
To: Gail Spangenberg<gspangenberg@caalusa.org>
Cc: Payne, Emily Miller<emily.miller.payne@txstate.edu>; Janell Baker<jbaker@hcde-texas.org>
Subject: CAAL - CERTIFYING ADULT EDUCATION STAFF AND FACULTY

Dear Dr. Spangenberg,

Thank you for sharing the CAAL primer on Certifying Adult Education Staff and Faculty. I am the state director for adult education in Texas and found the paper very interesting.

Texas is mentioned in the report, but unfortunately, some of the information is not accurate. For the record, we would greatly appreciate it if the attached information can be used to correct the inaccuracies and included in overall project wrap-up paper on this topic that you mentioned in your email when the paper was released. We don’t want to mislead anyone.

I have copied Dr. Emily Payne from Texas State University. Please feel free to contact her if you need further clarification.

We greatly appreciate your attention and thank you for your consideration.

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Texas’ Response

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<td>16</td>
<td>Figure 1 – Pre-Service Licensure</td>
<td>Texas should be included in the requirements section that reads, “Bachelor’s degree and no credential required, but some professional development (within first year) or adult education teaching experience required (grandfathered)”</td>
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<td>Texas is incorrectly included in the requirements section that reads, “Bachelor’s degree but no teaching credential required”</td>
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Texas Administrative Code (TAC)
Title 19: Education
Part 2: Texas Education Agency
Chapter 89: Adaptations for Special Populations
Sub Chapter B: Adult Basic and Secondary Education
Rule § 89.25: Qualifications and Training of Staff

The TAC specifies requirements for those who work and teach in Texas Adult Education Programs:
(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.
   (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.
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<td>18</td>
<td>&quot;However, a few stated so offer formal coursework or more intensive professional development.&quot;</td>
<td>Adult education professional development in Texas is systematic and coordinated through the Project GREAT Adult Education Regional Centers of Excellence. Eight Project GREAT Centers are funded as federal State Leadership activities by The Texas Education Agency (TEA), one in each of eight service regions in the state. GREAT Centers implement a number of sustained professional development initiatives state-wide including the following: Special Learning Needs, STAR-Evidence-Based Reading Instruction, Texas Industry Specific ESL Curriculum, Leadership Excellence Academies, Distance Learning, and the Math Initiative. This model makes it possible for all teachers in adult education programs to have access to high quality professional development.</td>
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<td>23</td>
<td>The section titled, &quot;Texas&quot; &quot;Instructors need only a bachelor’s degree…&quot; &quot;New instructors are required to attend 24 hours of professional development during the first two year…&quot; &quot;Texas began offering its optional adult education teacher credential in 2005…&quot; &quot;…engage in professional development (workshops, action research, study circles) or take graduate coursework…&quot; &quot;…coursework related to six core areas, such as Principles of Adult Learning…” &quot;The process begins by having teachers attend a Professional Development Planning Workshop (PDPW)&quot;</td>
<td>This statement is not accurate. As detailed on page one of this document, <strong>TAC § 89.25</strong> requires that all teachers new to adult education receive at least 6 hours of professional development prior to entering the classroom. This statement is not accurate. <strong>TAC § 89.25</strong> specifies this requirement for teachers who do not hold a valid Texas Teacher Certificate. Teachers who already possess a valid Texas Teacher Certificate complete 12 hours of professional development annually. This statement is not accurate. Texas initially began to develop its teacher credential in 1997. Due to loss of funding, the project was eliminated. In 2003, funding was reallocated for the Credential. Following revisions to the model and the development of the necessary technology tools to administer the Credential, the first teachers enrolled in the Credential in 2005 and began to complete the Credential in 2006. This statement is not complete. It represents only a portion of the professional development options that teachers may use to earn the Credential. The full list of options includes the following: university courses (graduate), online courses (graduate), Intensive 5-day Institutes/Academies, standard institutes, instructor observation, mentorship, book club/study group/discussion group, 1 and 2 day workshops, conference attendance, conference presentations, web page development, peer-mentor observation, study circles, action research, and specialized intensive programs. This statement is not complete. It represents only a portion of the Six Core Content Areas. The Six Core Content Areas are:  Principles of Adult Learning; Teaching/Learning Transaction; Diverse Learning Styles, Abilities and Cultures; Integrating Technology into Adult Learning; Accountability and Assessment and Contextual Learning. This statement is not accurate. First, teachers complete – not attend- a Professional Development Planning Workshop (PDPW). The PDPW is available both face-to-face and online asynchronously.</td>
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<td>Planning Workshop, where they submit a formal plan for how they will prepare themselves for the credential.*</td>
<td>Second, teachers do not submit a formal plan at the PDPW. During the PDPW, teachers learn about how to develop a professional development plan that meets their unique needs as a teacher and that is also inclusive of the Six Core Content Areas. They do not complete or submit the Professional Development Plan at the PDPW. They begin to draft a plan and then return to their adult education program and complete the development of the Professional Development Plan with the assistance of their program director or supervisor.</td>
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<td>“Although many states have websites where K-12 teachers can track their progress electronically in meeting benchmarks toward a certificate…”</td>
<td>This statement appears to be lacking additional information. We believe that what may be missing here is discussion of The Credential Information Tracking System (CredITS). CredITS is an online system for documenting and tracking a teacher’s progress through and the completion of the Texas Adult Education Teacher Credential.</td>
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<td>“Texas requires its adult education teachers to write and post a reflection on how they applied what they learned in each professional development activity.”</td>
<td>This statement lacks sufficient detail to accurately explain the purpose and rigor of the reflective process. As written, the statement does not communicate the fact that earning the Texas Teacher Credential is a formal, systematic process in which teachers build an electronic portfolio that chronicles their growth and acquisition of knowledge and skills related to teaching adults. In the electronic portfolio, teachers write about their experiences as well as provide evidence of instructional outcomes. Nor does the statement, as written, indicate that teachers must meet performance standards which are specified in a formal rubric that was developed using a lengthy, rigorous process. Additionally, this statement does not indicate that reflections are evaluated following assessment industry standards for Focused Holistic Scoring. And finally, this statement does not communicate the most important aspect of the reflective process—the fact that the process is focused on the most important aspect of any credential or professional development effort—student outcomes.</td>
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|        | “To receive the credential, they must accumulate 30 "points" in each of the six content areas…” | This statement is not accurate. 30 points are not required for each of the Six Core Content Areas. The Credential requires that teachers earn a total of 150 points. The points break down as follows:  
Principles of Adult Learning – 30 points  
Teaching/Learning Transaction – 30 points  
Diverse Learning Styles, Abilities and Cultures – 20 points  
Integrating Technology into Adult Learning – 20 points  
Accountability and Assessment – 20 points  
Contextual Learning – 30 points  
All points are earned based upon professional development. Teachers select the professional development options that work best for them. The Credential places a greater importance on those professional development options that are focused and sustained over time by awarding these options with higher point values. The point values of each professional development option are as follows: university courses (graduate), online courses (graduate), specialized intensive programs – 35 points |

*Second, teachers do not submit a formal plan at the PDPW. During the PDPW, teachers learn about how to develop a professional development plan that meets their unique needs as a teacher and that is also inclusive of the Six Core Content Areas. They do not complete or submit the Professional Development Plan at the PDPW. They begin to draft a plan and then return to their adult education program and complete the development of the Professional Development Plan with the assistance of their program director or supervisor. This statement appears to be lacking additional information. We believe that what may be missing here is discussion of The Credential Information Tracking System (CredITS). CredITS is an online system for documenting and tracking a teacher’s progress through and the completion of the Texas Adult Education Teacher Credential. This statement lacks sufficient detail to accurately explain the purpose and rigor of the reflective process. As written, the statement does not communicate the fact that earning the Texas Teacher Credential is a formal, systematic process in which teachers build an electronic portfolio that chronicles their growth and acquisition of knowledge and skills related to teaching adults. In the electronic portfolio, teachers write about their experiences as well as provide evidence of instructional outcomes. Nor does the statement, as written, indicate that teachers must meet performance standards which are specified in a formal rubric that was developed using a lengthy, rigorous process. Additionally, this statement does not indicate that reflections are evaluated following assessment industry standards for Focused Holistic Scoring. And finally, this statement does not communicate the most important aspect of the reflective process—the fact that the process is focused on the most important aspect of any credential or professional development effort—student outcomes. This statement is not accurate. 30 points are not required for each of the Six Core Content Areas. The Credential requires that teachers earn a total of 150 points. The points break down as follows:  
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<td>Intensive 5-day Institutes/Academies, action research, study circle with mentorship – 25 points standard institutes, instructor observation, peer-mentor observation, book club/study group/discussion group – 15 points 2 day workshops – 10 points 1 day workshops, conference attendance, conference presentations, web page development – 5 points</td>
<td>This statement is accurate. However, it does not reflect the additional components of evaluation of instructional outcomes and evaluation and evidence of student learning.</td>
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<td>25-26</td>
<td>“But both Virginia and Texas require teachers to write reflections on actions they take to apply what they have learned in professional development activities once back in the classroom, constituting a step beyond seat time only.”</td>
<td>This statement is accurate. However, it does not reflect the additional components of evaluation of instructional outcomes and evaluation and evidence of student learning.</td>
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<td>The first bullet item under Evaluating Existing Models reads, “How do the requirements for reflective analysis in Texas and action planning in Virginia work to ensure that teachers really apply what they learn in professional development once back in the classroom?”</td>
<td>The Texas Credential requires that teachers apply, at least once, what they learned in professional development. In fact, the scoring rubric was developed in such a manner as to make it virtually impossible to meet the performance standards until implementation has occurred. An examination of the rubric will reveal that teachers are required to provide detailed statements as well as evidence about the implementation of new knowledge and skills as well as evidence and details related to the instructional outcomes and student learning that occurred as a result of implementing the new knowledge or skill. Additionally, teachers must evaluate the implementation; discuss how it was applied and the pros and cons of its use for their specific classroom.</td>
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<td>48</td>
<td>“For example, some states (e.g., Virginia and Texas) have different standards for both teachers and administrators.”</td>
<td>Texas had not developed teacher standards per se. Rather, Texas has Instructor Proficiencies that were developed as part of the Texas Indicators of Program Quality. The Texas Teacher Credential (and the Six Core Content Areas—which are not standards) were developed based upon the Texas Instructor Proficiencies and the Indicators of Program quality. The Texas Administrator Credential has a Content Framework – not standards. The Content Framework consists of competency statements related to the knowledge that administrators possess and the skills that they can perform.</td>
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<td>In the section titled, “Performance Documentation”</td>
<td>The electronic portfolio contains both the written reflections of teachers as well as evidence of student and instructional outcomes. Teachers must tie these outcomes to specific data, results and actions that occur as a result of implementing new knowledge or skills in the classroom.</td>
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<td>81</td>
<td>Texas Adult Educator Standards</td>
<td>This section is not accurate. These are not Texas Standards; these are the Six Core Content Areas that are the basis for the development of a professional development plan and the subsequent selection of professional development activities. Texas had not developed teacher standards per se. Rather, Texas has Instructor Proficiencies that were developed as part of the Texas Indicators of Program Quality. The Texas Teacher Credential (and the Six Core Content Areas—which are not standards) were developed based upon the Texas Instructor Proficiencies and the Indicators of Program quality.</td>
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