

STATE BOARD OF EDUCATION
(State Board for Career and Technology Education)

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District 6

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Vice Chair of the State Board of Education
District 15

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Secretary of the State Board of Education
District 2

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Committees of the State Board of Education

INSTRUCTION

Sue Melton-Malone, Chair
Geraldine Miller, Vice Chair
Donna Bahorich
Erika Beltran
Georgina C. Pérez

SCHOOL FINANCE/PERMANENT SCHOOL FUND

David Bradley, Chair
Tom Maynard, Vice Chair
Lawrence A. Allen, Jr.
Patricia Hardy
Ken Mercer

SCHOOL INITIATIVES

Barbara Cargill, Chair
Marisa B. Perez-Diaz, Vice Chair
Ruben Cortez, Jr.
Keven Ellis
Marty Rowley

November 13, 2018

State Board of Education
Austin, Texas

I certify that this is the official agenda of the State Board of Education for its meeting on November 13-16, 2018. Agenda items have been prepared and reviewed by Texas Education Agency staff and are presented for the board's discussion and consideration. Where appropriate, I have proposed an action.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "M. Morath", with a long horizontal flourish extending to the right.

Mike Morath
Commissioner of Education

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**William B. Travis Building
1701 N. Congress Avenue, Austin, Texas**

SCHEDULE AND AGENDAS

**Committees and Board
State Board of Education, Austin, Texas**

Meeting Times	
November 13-16, 2018	
<u>Tuesday, November 13, 2018</u>	
9 a.m.	Committee of the Full Board (Room 1-104)
<u>Wednesday, November 14, 2018</u>	
9 a.m.	Committee of the Full Board (Room 1-104)
<u>Thursday, November 15, 2018</u>	
8 a.m.	Committee on Instruction (Room 1-100)
9 a.m.	Committee on School Finance/Permanent School Fund (Room 1-104)
9 a.m.	Committee on School Initiatives (Room 1-111)
<u>Friday, November 16, 2018</u>	
9 a.m.	General Meeting (Room 1-104)

If the Committee of the Full Board does not complete its agenda Tuesday, it will resume its meeting in Room 1-104 on Wednesday. If the Committee of the Full Board does not complete its agenda Wednesday, it will resume its meeting in Room 1-104 on Thursday and/or Friday. If the Committee on Instruction does not complete its agenda Thursday, it will resume its meeting in Room 1-100 on Friday. If the Committee on School Finance/Permanent School Fund does not complete its agenda Thursday, it will resume its meeting in Room 1-104 on Friday. If the Committee on School Initiatives does not complete its agenda Thursday, it will resume its meeting in Room 1-111 on Friday.

NOTE: The chair may permit the board to take up and discuss any of the discussion items on a committee agenda, including hearing any invited presentations to a committee, based upon a recommendation from the committee or inability of the committee to complete its agenda on a preceding day.

The SBOE or a committee of the SBOE may conduct a closed meeting on any agenda item in accordance with Texas Open Meetings Act, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

Agenda is online at http://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/State_Board_of_Education_Agenda/ on the Texas Education Agency website. The posted information contains links to board action and discussion items. Public comments on proposed rules may be submitted electronically. All agenda items and rule text are subject to change at any time prior to each board meeting. To the extent possible, copies of changes made after the agenda and the schedule are published will be made available at the board meeting.

TUESDAY
November 13, 2018

9 a.m.

COMMITTEE OF THE FULL BOARD – Room 1-104

Public testimony – Individual testimony will be taken at the time the related item comes up for Committee discussion or action. The procedures for registering and taking public testimony at State Board of Education committee meetings and general board meetings are provided at http://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/SBOE_Operating_Rules_Amended_1-31-17/ or in the information section (yellow pages) of the agenda.

- 1. Proposed Revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, and Proposed Repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits
(Second Reading and Final Adoption)
(Board agenda page I-1)**

COMMITTEE - ACTION
SBOE - ACTION

This item presents for second reading and final adoption proposed revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses, and proposed repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Subchapter A, High School, and Subchapter B, Other Economics Courses. The proposed revisions would streamline the social studies standards. No changes are recommended since approved first reading. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

WEDNESDAY
November 14, 2018

9 a.m.

COMMITTEE OF THE FULL BOARD - Room 1-104

Public testimony – Individual testimony will be taken at the time the related item comes up for Committee discussion or action. The procedures for registering and taking public testimony at State Board of Education committee meetings and general board meetings are provided at http://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/SBOE_Operating_Rules_Amended_1-31-17/ or in the information section (yellow pages) of the agenda.

1. Commissioner’s Comments
(Board agenda page I-157)

COMMITTEE - DISCUSSION
SBOE – NO ACTION

This item provides an opportunity for the board to be briefed on current agenda items, agency operations, policy implementation, and public education-related legislation approved by the Texas Legislature.

2. Decision on the Percentage Distribution of the Permanent School Fund for Fiscal Years 2020 and 2021
(Board agenda page I-109)

COMMITTEE - ACTION
SBOE - ACTION

This item provides an opportunity for the board to evaluate and approve in a final vote the Permanent School Fund percentage distribution rates for fiscal years 2020 and 2021. The board will consider various factors associated with the distribution rate such as expected returns, inflation, and student population growth. Additionally, this item provides the opportunity for the board to discuss anticipated instructional material needs for the 2020-2021 biennium. The statutory authority for this action is Texas Constitution, Article VII, §5.

COMMITTEE OF THE FULL BOARD (continued)

- 3. Report from the Commissioner of Education Regarding Instructional Materials Offered for Adoption under *Proclamation 2019* (Board agenda page I-113)**

**COMMITTEE - ACTION
SBOE - ACTION**

This item provides the opportunity for the State Board of Education (SBOE) to adopt materials submitted for review in response to *Proclamation 2019*. The board issued *Proclamation 2019* in April 2017, calling for materials in English language arts and reading, kindergarten–grade 8; Spanish language arts and reading, Kindergarten–Grade 6; English Learners Language Arts, Grades 7 and 8; handwriting (English and Spanish), Kindergarten–Grade 5; spelling (English and Spanish), Grades 1–6; and Personal Financial Literacy. Products submitted in response to *Proclamation 2019* were reviewed in the summer of 2018. This item presents the final report from the commissioner of education regarding the coverage of the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS), alleged factual errors, and information regarding whether a publisher on the list has previously refused to rebid instructional materials. The statutory authority is the Texas Education Code (TEC), §§31.023 and 31.024.

- 4. Proposed Amendments to *Proclamation 2020* of the State Board of Education Advertising for Bids for Instructional Materials (Board agenda page I-139)**

**COMMITTEE - ACTION
SBOE - ACTION**

This item provides an opportunity for the State Board of Education (SBOE) to amend the *Proclamation 2020* schedule of adoption procedures to make minor changes to due dates to better align to SBOE meeting dates. *Proclamation 2020* calls for instructional materials for courses in high school English language arts and reading and English for speakers of other languages. The statutory authority for this action is the TEC, §31.022, which requires the SBOE to adopt rules to provide for a full and complete investigation of instructional materials for each subject in the foundation curriculum and for each subject in the enrichment curriculum.

COMMITTEE OF THE FULL BOARD (continued)

- 5. Adoption of the *Long-Range Plan for Public Education***
(Board agenda page I-151)

COMMITTEE - ACTION
SBOE - ACTION

This item presents for review and adoption the proposed *Long-Range Plan for Public Education*, which sets educational goals through the year 2030. The statutory authority for this action is the Texas Education Code (TEC), §§7.102(c)(1) and 32.001(a)(1)-(4).

- 6. Legislative Recommendations for the 86th Texas Legislature**
(Board agenda page I-155)

COMMITTEE - ACTION
SBOE - ACTION

This item provides the committee and the board with an opportunity to make decisions on legislative recommendations to the 86th Texas Legislature. Statutory authority for this action is the Texas Education Code (TEC), §7.102.

- 7. Discussion of Proposed New Cybersecurity Texas Essential Knowledge and Skills**
(Board agenda page I-159)

COMMITTEE - DISCUSSION
SBOE - NO ACTION

This item provides the opportunity for the committee to discuss proposed new Texas Essential Knowledge and Skills (TEKS) for cybersecurity courses as required by House Bill (HB) 3593, 85th Texas Legislature, Regular Session, 2017. The statutory authority for this action is the Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

- 8. Year-end Review from State Board of Education Committees**
(Board agenda page I-167)

COMMITTEE - DISCUSSION
SBOE - NO ACTION

The chairs of the State Board of Education's three standing committees will provide a year-end review of the work of the Committee on Instruction, Committee on School Finance/Permanent School Fund, and Committee on School Initiatives, and will include comments on upcoming issues or topics.

COMMITTEE OF THE FULL BOARD (continued)

**9. Discussion of Pending Litigation
(Board agenda page I-169)**

**COMMITTEE - DISCUSSION
SBOE – NO ACTION**

The State Board of Education may enter into executive session in accordance with the Texas Government Code, §551.071(1)(A), to discuss pending and contemplated litigation with the general counsel, legal staff, and, if necessary, attorney(s) from the Attorney General's Office. The Committee of the Full Board will meet in Room 1-103 to discuss this item.

Cases to be discussed may include:

Tribune Company, No. 08-13141; *The Official Committee of Unsecured Creditors of Tribune Company v. Fitzsimmons, Adv. Pro.* No. 10-54010 (Bankr. D. Del);

Deutsche Bank v Bank of America, No. 3:11-CV-01175-F (N. D. Tex., Dallas Div.) and *Deutsche Bank v. Employees Retirement Fund of the City of Dallas*, No. 3:11-CV-1167-F; (N. D. Tex. Dallas Div.) CONSOLIDATED in: *In re: Tribune Company Fraudulent Conveyance Litigation*; No. 11-MD-2296 Consolidated Multidistrict Action (S.D.N.Y.);

La Feria ISD, Joaquin ISD v. Mike Morath, Commissioner of Education; Texas Education Agency; and Texas State Board of Education, in the 261st Judicial District Court of Texas; Docket No. D-1-GN-17-001385; and

any other litigation arising after the date of posting or reasonably contemplated as of the date of the board meeting.

THURSDAY
November 15, 2018

8 a.m.

COMMITTEE ON INSTRUCTION - Room 1-100

Members: Sue Melton-Malone, chair; Geraldine Miller, vice chair; Donna Bahorich; Erika Beltran; Georgina C. Pérez. A quorum of the State Board of Education may attend the committee meeting and discuss items on the committee agenda.

Public testimony – Individual testimony will be taken at the time the related item comes up for Committee discussion or action. The procedures for registering and taking public testimony at State Board of Education committee meetings and general board meetings are provided at http://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/SBOE_Operating_Rules_Amended_1-31-17/ or in the information section (yellow pages) of the agenda.

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| 1. Ratification of Current Texas Lesson Study Resources
(Board agenda page II-1) | COMMITTEE - ACTION
SBOE - CONSENT |
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This item gives the committee and board an opportunity to consider ratifying the current teacher-designed lesson study resources available on the agency’s web portal. The statutory authority is the Texas Education Code (TEC), §8.0531.

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|---|---|
| 2. Approval of Proposed Updates to the <i>Dyslexia Handbook, Procedures Concerning Dyslexia and Related Disorders, Revised 2014</i>
(Board agenda page II-5) | COMMITTEE - ACTION
SBOE - ACTION |
|---|---|

This item provides the opportunity for the committee and board to review and approve the recommended updates to the *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* to align the handbook with recent legislative changes. The statutory authority is the Texas Education Code (TEC), §7.102(c)(28) and §38.003, as amended by House Bill (HB) 1886, 85th Texas Legislature, Regular Session, 2017.

COMMITTEE ON INSTRUCTION (continued)

3. **Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders (First Reading and Filing Authorization) (Board agenda page II-11)**

**COMMITTEE - ACTION
SBOE - ACTION**

This item presents for first reading and filing authorization a proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders, to adopt in rule as a figure the updated *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders (Dyslexia Handbook)*. Statutory authority for this action is the Texas Education Code (TEC), §7.102(c)(28) and §38.003.

4. **Proposed New 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (Two Credits) (First Reading and Filing Authorization) (Board agenda page II-19)**

**COMMITTEE - ACTION
SBOE - ACTION**

This item presents for first reading and filing authorization proposed new 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (Two Credits). The proposed new rule would add two IB courses to the fine arts Texas Essential Knowledge and Skills (TEKS) to align with current course offerings by the International Baccalaureate Organization. Statutory authority for this action is the Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

COMMITTEE ON INSTRUCTION (continued)

**5. Texas Certificate of High School Equivalency
(Board agenda page II-27)**

**COMMITTEE - ACTION
SBOE - ACTION**

This item provides an opportunity for the committee and board to consider extending the test vendor contracts relating to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter C, Texas Certificate of High School Equivalency. The current three-year contracts expire August 31, 2019 and allow for two one-year extensions. The statutory authority for this action is Texas Education Code (TEC), §7.111.

**6. Discussion of Texas Essential Knowledge and Skills (TEKS) Review Process
(Board agenda page II-31)**

**COMMITTEE - ACTION
SBOE - ACTION**

This item provides the opportunity for the board to discuss and update the process for the review and revision of the Texas Essential Knowledge and Skills (TEKS). The statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

**THURSDAY
November 15, 2018**

9 a.m.

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND - Room 1-104

Members: David Bradley, chair; Tom Maynard, vice chair; Lawrence A. Allen, Jr.; Patricia Hardy; Ken Mercer. A quorum of the State Board of Education may attend the committee meeting and discuss items on the committee agenda. A quorum of the Committee of Investment Advisors to the Permanent School Fund may attend the committee meeting and discuss items on the committee agenda.

Public testimony – Individual testimony will be taken at the time the related item comes up for Committee discussion or action. The procedures for registering and taking public testimony at State Board of Education committee meetings and general board meetings are provided at http://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/SBOE_Operating_Rules_Amended_1-31-17/ or in the information section (yellow pages) of the agenda.

- 1. Discussion of Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoption by Reference, §109.41, Financial Accountability System Resource Guide ([Board agenda page III-15](#))**

**COMMITTEE - DISCUSSION
SBOE - NO ACTION**

This item provides the opportunity for the committee to discuss a proposed amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide. The proposed amendment would reference the updated *Financial Accountability System Resource Guide* (FASRG) and remove language relating to the commissioner's role in amending the FASRG.

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND (continued)

- 2. Approval of Costs to Administer the 2018-2019 State-Developed Assessments to Private School Students** **COMMITTEE - ACTION**
(Board agenda page III-1) **SBOE - CONSENT**

Texas Education Code, §39.033, allows a private school to voluntarily assess its students with the State of Texas Assessments of Academic Readiness (STAAR) and the Texas English Language Proficiency Assessment System (TELPAS) assessments. The State Board of Education must approve the per-student cost to private schools, which may not exceed the cost of administering the same assessment to a student enrolled in a public-school district. This item requests approval of these costs for the 2018-2019 school year. Statutory authority for this action is the Texas Education Code (TEC), §39.033.

- 3. Review of Permanent School Fund Securities Transactions and the Investment Portfolio** **COMMITTEE - DISCUSSION**
(Board agenda page III-23) **SBOE - NO ACTION**

Investment staff will report on the transactions executed during the months of August and September 2018 in the investment portfolio of the Texas Permanent School Fund.

- 4. Ratification of the Purchases and Sales of the Investment Portfolio of the Permanent School Fund for the Months of August and September 2018.** **COMMITTEE -ACTION**
(Board agenda page III-7) **SBOE - CONSENT**

This item provides an opportunity for the committee and board to consider approval of the purchases and sales of investments executed in the portfolio of the Permanent School Fund for the months of August and September 2018. Statutory authority for this action is the Texas Constitution, Article VII, §5(f).

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND (continued)

- 5. Proposed Amendments to the Investment Procedures Manual**
(Board Agenda page III-9) COMMITTEE – ACTION
SBOE - CONSENT

This item provides an opportunity for the committee and board to review and adopt proposed amendments to the Investment Procedures Manual related to SEC amended rule changes for the Bond Guarantee program disclosure (SEC Rule 15c2-12). Statutory authority for this action is the Texas Constitution, Article VII, §5(f).

- 6. Update on HB 89**
(Board agenda page III-25) COMMITTEE - DISCUSSION
SBOE - NO ACTION

This item provides an opportunity for the committee to receive and discuss an update on HB 89 relating to state contracts with and investments in companies that boycott Israel. Statutory authority is the Texas Education Code (TEC), §45.0532.

- 7. An Overview of the Permanent School Fund**
(Board agenda page III-11) COMMITTEE – ACTION
SBOE - CONSENT

This item provides the opportunity for the committee and board to discuss an overview of the combined assets of the Permanent School Fund including both the assets managed by the State Board of Education and the School Land Board. Statutory authority for this action is the Texas Constitution, Article VII, §5(f).

- 8. Activities Related to a Student Art Competition to Develop a Permanent School Fund Logo**
(Board agenda page III-13) COMMITTEE - ACTION
SBOE - ACTION

This item provides the opportunity for the committee and board to select winning entries in the student art competition to create a Permanent School Fund logo. Statutory authority for this action is the Texas Constitution Article VII, §5(f) and Texas Education Code (TEC), §7.102(c)(3).

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND (continued)

- 9. Report of the Permanent School Fund Executive Administrator and Chief Investment Officer** **COMMITTEE- DISCUSSION**
(Board agenda page III-27) **SBOE - NO ACTION**

The Permanent School Fund executive administrator will report to the committee on matters relating to the management of the Permanent School Fund and the Charter District Reserve Fund. The report may present information on historical and current status of Fund holdings, current and proposed investment policies and procedures, and historical and current Fund performance and compliance. The administrator may update the board on the bond guarantee program, the status of requests for proposal or for qualifications and current contracts for services and other administrative activities undertaken on behalf of the board. The administrator may provide an update on the PSF distribution or on the effect of legislation impacting the PSF. The administrator may provide an analysis of current and future investment market conditions, focusing upon the impact on the holdings of the Permanent School Fund.

**THURSDAY
November 15, 2018**

9 a.m.

COMMITTEE ON SCHOOL INITIATIVES - Room 1-111

Members: Barbara Cargill, chair; Marisa B. Perez-Diaz, vice chair; Ruben Cortez, Jr; Keven Ellis; Marty Rowley. A quorum of the State Board of Education may attend the committee meeting and discuss items on the committee agenda.

Public testimony – Individual testimony will be taken at the time the related item comes up for Committee discussion or action. The procedures for registering and taking public testimony at State Board of Education committee meetings and general board meetings are provided at http://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/SBOE_Operating_Rules_Amended_1-31-17/ or in the information section (yellow pages) of the agenda.

- 1. Recommendation for Appointment to the Boys Ranch Independent School District Board of Trustees** **COMMITTEE - ACTION**
(Board agenda page IV-1) **SBOE - CONSENT**

This item provides an opportunity for committee and board consideration of one appointment to the board of trustees of the Boys Ranch Independent School District. The appointment is necessary due to the expiration of the term of office for one board member. The statutory authority for this action is the Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC), §61.2.

- 2. Charter School Open-Enrollment Application Update** **COMMITTEE - DISCUSSION**
(Board agenda page IV-107) **SBOE - NO ACTION**

The director of the Charter School Administration Division will present to the committee any updates on the timeline for Generation Twenty-Four Open-Enrollment Charter School Application.

COMMITTEE ON SCHOOL INITIATIVES (continued)

**3. Review of Proposed 19 TAC Chapter 228,
Requirements for Educator Preparation Programs
(Board agenda page IV-11)**

**COMMITTEE - ACTION
SBOE - ACTION**

This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would propose amendments to 19 Texas Administrative Code (TAC) Chapter 228, Requirements for Educator Preparation Programs. The proposed amendments would implement the statutory requirements of Senate Bills (SBs) 7 and 1839 and House Bills (HBs) 2039, 3349, and 1963, 85th Texas Legislature, Regular Session, 2017. The proposed changes would also implement changes based on stakeholder input and Texas Education Agency (TEA) staff recommendations. Texas Education Code (TEC), §21.042, requires the SBEC to submit a written copy of each rule it proposes to adopt to the SBOE for review. At its September 14, 2018 meeting, the SBOE rejected the proposed amendments to 19 Texas Administrative Code (TAC) Chapter 228, Requirements for Educator Preparation Programs. To address SBOE's concerns, at the October 5, 2018 SBEC meeting, the SBEC removed the proposed amendment to §228.35 that allowed educator preparation programs (EPPs) to provide candidates seeking certification in Marketing: Grades 6-12 and Health Science: Grades 6-12 with fewer than 300 clock-hours of coursework and/or training. The SBEC made no additional changes to this item from what was presented to the SBOE for review at the September 13-14, 2018 SBOE meeting. The statutory authority for 19 TAC Chapter 228 is the TEC, §§21.031; 21.041(b)(1); 21.044, as amended by SBs 7, 1839, and 1963, 85th Texas Legislature, Regular Session, 2017; 21.0442(c), as added by HB 3349, 85th Texas Legislature, Regular Session, 2017; 21.0443; 21.0453; 21.0454; 21.0455; 21.046(b); 21.0485; 21.0487(c); 21.0489(c), as added by SB 1839 and HB 2039, 85th Texas Legislature, Regular Session, 2017; 21.049(a); 21.0491, as added by HB 3349, 85th Texas Legislature, Regular Session, 2017; 21.050(b) and (c); 21.051, as amended by SB 1839, 85th Texas Legislature, Regular Session, 2017; and the Texas Occupations Code (TOC), §55.007.

COMMITTEE ON SCHOOL INITIATIVES (continued)

4. **Review of Proposed Amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators; Subchapter D, Types and Classes of Certificates Issued; Subchapter E, Educational Aide Certificate; Subchapter G, Certificate Issuance Procedures; and Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States**
(Board agenda page IV-49)

COMMITTEE –ACTION
SBOE - ACTION

This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would propose amendments to 19 Texas Administrative Code (TAC) Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators; Subchapter D, Types and Classes of Certificates Issued; Subchapter E, Educational Aide Certificate; Subchapter G, Certificate Issuance Procedures; and Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States. Chapter 230 serves as a foundation for the practices and procedures related to educator preparation and certification. The subchapters being amended outline testing requirements for certification; provide general eligibility, recommendation, and issuance requirements for several types of certificates; identify fees for certification services; and confirm the overall process for individuals already certified in other states or countries to obtain Texas certification. The proposed amendments would provide necessary updates to certification and/or testing requirements and would align SBEC rules where applicable with provisions from recent legislation. The statutory authority for 19 TAC Chapter 230, Subchapter C, is the Texas Education Code (TEC), §§21.041(b)(1), (2), and (4), 21.044(a), 21.048, 21.050, and 22.082, and Texas Occupations Code (TOC), §54.003. The statutory authority for 19 TAC Chapter 230, Subchapter D, is the TEC, §§21.003(a), 21.031, 21.041(b)(1)-(5) and (9), 21.051, as amended by Senate Bill (SB) 1839, 85th Texas Legislature, Regular Session, 2017, and 22.0831(c) and (f). The statutory authority for 19 TAC Chapter 230, Subchapter E, is the TEC, §§21.041(a) and (b)(1)-(4). The statutory authority for 19 TAC Chapter 230, Subchapter G, is the TEC, §§21.031(a), 21.041(b)(1)-(5) and (9) and (c), 21.044(a), (e), and (f), 21.048, 21.0485, 21.050, 21.054(a), 22.082, and 22.0831(f), and TOC, §53.105. The statutory authority for 19 TAC Chapter 230, Subchapter H, is the TEC, §§21.040(6), 21.041(b)(4) and (5) and (c), 21.048, 21.050, 21.052, as amended by House Bill (HB) 1934, 85th Texas Legislature, Regular Session, 2017, and 21.054(a).

COMMITTEE ON SCHOOL INITIATIVES (continued)

5. **Review of Proposed Repeal of 19 TAC Chapter 241, Principal Certificate, and New 19 TAC Chapter 241, Certification as Principal (Board agenda page IV-83)**

**COMMITTEE - ACTION
SBOE - ACTION**

This item provides the State Board of Education (SBOE) an opportunity to review a State Board for Educator Certification (SBEC) rule action that would propose the repeal of 19 Texas Administrative Code (TAC) Chapter 241, Principal Certificate, and new 19 TAC Chapter 241, Certification as Principal. The proposed repeal of and new 19 TAC Chapter 241 would reorganize the chapter to allow for the chapter title to reflect both the proposed new principal certificate as well as the current principal certificate, would establish the requirements for the proposed new principal certificate, and would provide for a proposed new endorsement for individuals who hold a certificate to serve in the role of principal. The statutory authority for 19 TAC Chapter 241 is the Texas Education Code (TEC), §§21.003(a), 21.040(4), 21.041(b)(1)-(4), 21.046(b)-(d), and 21.054(a), (e), and (e-2), as amended by Senate Bills (SBs) 7, 179, and 1839, 85th Texas Legislature, Regular Session, 2017.

Information Materials

1. **State Board of Education Operating Rules, Amended January 31, 2017**
Public testimony information begins on page V-7.
(Board agenda page V-1)

2. **Current Status of the Permanent School Fund**
(Board agenda page V-25)

3. **2017-2021 Rule Review Plan for State Board of Education Rules**
(Board agenda page V-27)

This item outlines the rule review plan for State Board of Education (SBOE) rules during the period of September 2017 through August 2021. Texas Government Code, §2001.039, requires an ongoing four-year rule review of existing state agency rules, including SBOE rules. The rule review requirement is designed to ensure that the reason for initially adopting or readopting a rule continues to exist.

OFFICIAL AGENDA

**STATE BOARD OF EDUCATION
AUSTIN, TEXAS**

**November 16, 2018
9 a.m.**

**William B. Travis Building, Room 1-104
1701 N. Congress Avenue**

Student Performance

Invocation

Pledge of Allegiance

Roll Call

Approval of Minutes

State Board of Education, September 14, 2018

1. Resolutions and Presentations

Resolution honoring winners of the 2018 National History Day contest
(No Exhibit)

Resolution honoring departing State Board of Education members
(No Exhibit)

Public Testimony - Individual testimony will be taken to address items other than those on the board agenda. The procedures for registering and taking public testimony at State Board of Education committee meetings and general board meetings are provided at

http://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/SBOE_Operating_Rules_Amended_1-31-17/ or in the information section (yellow pages) of the agenda.

2. Approval of Consent Agenda

Any agenda item may be placed on the Consent Agenda by any State Board of Education committee.

(Agenda Exhibit) page 31

COMMITTEE OF THE FULL BOARD

**3. Proposed Revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, and Proposed Repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits
(Second Reading and Final Adoption)**

This item presents for second reading and final adoption proposed revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses, and proposed repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Subchapter A, High School, and Subchapter B, Other Economics Courses. The proposed revisions would streamline the social studies standards. No changes are recommended since approved first reading. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

(Agenda Exhibit) I-1

4. Decision on the Percentage Distribution of the Permanent School Fund for Fiscal Years 2020 and 2021

This item provides an opportunity for the board to evaluate and approve in a final vote the Permanent School Fund percentage distribution rates for fiscal years 2020 and 2021. The board will consider various factors associated with the distribution rate such as expected returns, inflation, and student population growth. Additionally, this item provides the opportunity for the board to discuss anticipated instructional material needs for the 2020-2021 biennium. The statutory authority for this action is Texas Constitution, Article VII, §5.

(Agenda Exhibit) I-109

COMMITTEE OF THE FULL BOARD (Continued)

5. Report from the Commissioner of Education Regarding Instructional Materials Offered for Adoption under *Proclamation 2019*

This item provides the opportunity for the State Board of Education (SBOE) to adopt materials submitted for review in response to *Proclamation 2019*. The board issued *Proclamation 2019* in April 2017, calling for materials in English language arts and reading, kindergarten–grade 8; Spanish language arts and reading, kindergarten–grade 6; English Learners Language Arts, grades 7 and 8; handwriting (English and Spanish), kindergarten–grade 5; spelling (English and Spanish), grades 1–6; and Personal Financial Literacy. Products submitted in response to *Proclamation 2019* were reviewed in the summer of 2018. This item presents the final report from the commissioner of education regarding the coverage of the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS), alleged factual errors, and information regarding whether a publisher on the list has previously refused to rebid instructional materials. The statutory authority is the Texas Education Code (TEC), §§31.023 and 31.024.

(Agenda Exhibit) I-113

6. Proposed Amendments to *Proclamation 2020* of the State Board of Education Advertising for Bids for Instructional Materials

This item provides an opportunity for the State Board of Education (SBOE) to amend the *Proclamation 2020* schedule of adoption procedures to make minor changes to due dates to better align to SBOE meeting dates. *Proclamation 2020* calls for instructional materials for courses in high school English language arts and reading and English for speakers of other languages. The statutory authority for this action is the TEC, §31.022, which requires the SBOE to adopt rules to provide for a full and complete investigation of instructional materials for each subject in the foundation curriculum and for each subject in the enrichment curriculum.

(Agenda Exhibit) I-139

7. Adoption of the *Long-Range Plan for Public Education*

This item presents for review and adoption the proposed *Long-Range Plan for Public Education*, which sets educational goals through the year 2030. The statutory authority for this action is the Texas Education Code (TEC), §§7.102(c)(1) and 32.001(a)(1)-(4).

(Agenda Exhibit) I-151

COMMITTEE OF THE FULL BOARD (Continued)

8. Legislative Recommendations for the 86th Texas Legislature

This item provides the committee and the board with an opportunity to make decisions on legislative recommendations to the 86th Texas Legislature. Statutory authority for this action is the Texas Education Code (TEC), §7.102.

(Agenda Exhibit) I-155

COMMITTEE ON INSTRUCTION

9. Approval of Proposed Updates to the *Dyslexia Handbook, Procedures Concerning Dyslexia and Related Disorders, Revised 2014*

This item provides the opportunity for the committee and board to review and approve the recommended updates to the *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* to align the handbook with recent legislative changes. The statutory authority is the Texas Education Code (TEC), §7.102(c)(28) and §38.003, as amended by House Bill (HB) 1886, 85th Texas Legislature, Regular Session, 2017.

(Agenda Exhibit) II-5

10. Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders (First Reading and Filing Authorization)

This item presents for first reading and filing authorization a proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders, to adopt in rule as a figure the updated *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders (Dyslexia Handbook)*. Statutory authority for this action is the Texas Education Code (TEC), §7.102(c)(28) and §38.003.

(Agenda Exhibit) II-11

COMMITTEE ON INSTRUCTION (Continued)

11. Proposed New 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (Two Credits) (First Reading and Filing Authorization)

This item presents for first reading and filing authorization proposed new 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (Two Credits). The proposed new rule would add two IB courses to the fine arts Texas Essential Knowledge and Skills (TEKS) to align with current course offerings by the International Baccalaureate Organization. Statutory authority for this action is the Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

(Agenda Exhibit) II-19

12. Texas Certificate of High School Equivalency

This item provides an opportunity for the committee and board to consider extending the test vendor contracts relating to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter C, Texas Certificate of High School Equivalency. The current three-year contracts expire August 31, 2019 and allow for two one-year extensions. The statutory authority for this action is Texas Education Code (TEC), §7.111.

(Agenda Exhibit) II-27

13. Discussion of Texas Essential Knowledge and Skills (TEKS) Review Process

This item provides the opportunity for the board to discuss and update the process for the review and revision of the Texas Essential Knowledge and Skills (TEKS). The statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

(Agenda Exhibit) II-31

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND

14. Activities Related to a Student Art Competition to Develop a Permanent School Fund Logo

This item provides the opportunity for the committee and board to select winning entries in the student art competition to create a Permanent School Fund logo. Statutory authority for this action is the Texas Constitution Article VII, §5(f) and Texas Education Code (TEC), §7.102(c)(3).

(Agenda Exhibit) III-13

COMMITTEE ON SCHOOL INITIATIVES

15. Review of Proposed 19 TAC Chapter 228, Requirements for Educator Preparation Programs

This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would propose amendments to 19 Texas Administrative Code (TAC) Chapter 228, Requirements for Educator Preparation Programs. The proposed amendments would implement the statutory requirements of Senate Bills (SBs) 7 and 1839 and House Bills (HBs) 2039, 3349, and 1963, 85th Texas Legislature, Regular Session, 2017. The proposed changes would also implement changes based on stakeholder input and Texas Education Agency (TEA) staff recommendations. Texas Education Code (TEC), §21.042, requires the SBEC to submit a written copy of each rule it proposes to adopt to the SBOE for review. At its September 14, 2018 meeting, the SBOE rejected the proposed amendments to 19 Texas Administrative Code (TAC) Chapter 228, Requirements for Educator Preparation Programs. To address SBOE’s concerns, at the October 5, 2018 SBEC meeting, the SBEC removed the proposed amendment to §228.35 that allowed educator preparation programs (EPPs) to provide candidates seeking certification in Marketing: Grades 6-12 and Health Science: Grades 6-12 with fewer than 300 clock-hours of coursework and/or training. The SBEC made no additional changes to this item from what was presented to the SBOE for review at the September 13-14, 2018 SBOE meeting. The statutory authority for 19 TAC Chapter 228 is the TEC, §§21.031; 21.041(b)(1); 21.044, as amended by SBs 7, 1839, and 1963, 85th Texas Legislature, Regular Session, 2017; 21.0442(c), as added by HB 3349, 85th Texas Legislature, Regular Session, 2017; 21.0443; 21.0453; 21.0454; 21.0455; 21.046(b); 21.0485; 21.0487(c); 21.0489(c), as added by SB 1839 and HB 2039, 85th Texas Legislature, Regular Session, 2017; 21.049(a); 21.0491, as added by HB 3349, 85th Texas Legislature, Regular Session, 2017; 21.050(b) and (c); 21.051, as amended by SB 1839, 85th Texas Legislature, Regular Session, 2017; and the Texas Occupations Code (TOC), §55.007.

(Agenda Exhibit) IV-11

COMMITTEE ON SCHOOL INITIATIVES (continued)

16. Review of Proposed Amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators; Subchapter D, Types and Classes of Certificates Issued; Subchapter E, Educational Aide Certificate; Subchapter G, Certificate Issuance Procedures; and Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States

This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would propose amendments to 19 Texas Administrative Code (TAC) Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators; Subchapter D, Types and Classes of Certificates Issued; Subchapter E, Educational Aide Certificate; Subchapter G, Certificate Issuance Procedures; and Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States. Chapter 230 serves as a foundation for the practices and procedures related to educator preparation and certification. The subchapters being amended outline testing requirements for certification; provide general eligibility, recommendation, and issuance requirements for several types of certificates; identify fees for certification services; and confirm the overall process for individuals already certified in other states or countries to obtain Texas certification. The proposed amendments would provide necessary updates to certification and/or testing requirements and would align SBEC rules where applicable with provisions from recent legislation. The statutory authority for 19 TAC Chapter 230, Subchapter C, is the Texas Education Code (TEC), §§21.041(b)(1), (2), and (4), 21.044(a), 21.048, 21.050, and 22.082, and Texas Occupations Code (TOC), §54.003. The statutory authority for 19 TAC Chapter 230, Subchapter D, is the TEC, §§21.003(a), 21.031, 21.041(b)(1)-(5) and (9), 21.051, as amended by Senate Bill (SB) 1839, 85th Texas Legislature, Regular Session, 2017, and 22.0831(c) and (f). The statutory authority for 19 TAC Chapter 230, Subchapter E, is the TEC, §§21.041(a) and (b)(1)-(4). The statutory authority for 19 TAC Chapter 230, Subchapter G, is the TEC, §§21.031(a), 21.041(b)(1)-(5) and (9) and (c), 21.044(a), (e), and (f), 21.048, 21.0485, 21.050, 21.054(a), 22.082, and 22.0831(f), and TOC, §53.105. The statutory authority for 19 TAC Chapter 230, Subchapter H, is the TEC, §§21.040(6), 21.041(b)(4) and (5) and (c), 21.048, 21.050, 21.052, as amended by House Bill (HB) 1934, 85th Texas Legislature, Regular Session, 2017, and 21.054(a).

(Agenda Exhibit) IV-49

COMMITTEE ON SCHOOL INITIATIVES (continued)

17. Review of Proposed Repeal of 19 TAC Chapter 241, Principal Certificate, and New 19 TAC Chapter 241, Certification as Principal

This item provides the State Board of Education (SBOE) an opportunity to review a State Board for Educator Certification (SBEC) rule action that would propose the repeal of 19 Texas Administrative Code (TAC) Chapter 241, Principal Certificate, and new 19 TAC Chapter 241, Certification as Principal. The proposed repeal of and new 19 TAC Chapter 241 would reorganize the chapter to allow for the chapter title to reflect both the proposed new principal certificate as well as the current principal certificate, would establish the requirements for the proposed new principal certificate, and would provide for a proposed new endorsement for individuals who hold a certificate to serve in the role of principal. The statutory authority for 19 TAC Chapter 241 is the Texas Education Code (TEC), §§21.003(a), 21.040(4), 21.041(b)(1)-(4), 21.046(b)-(d), and 21.054(a), (e), and (e-2), as amended by Senate Bills (SBs) 7, 179, and 1839, 85th Texas Legislature, Regular Session, 2017.

(Agenda Exhibit) IV-83

REPORTS OF COMMITTEES REGARDING AGENDA ITEMS POSTED FOR DISCUSSION ON COMMITTEE AGENDAS

Committee chairs may provide an update about discussion items considered during the current meeting by any standing committee or ad hoc committee.

REPORTS OF OTHER STATE BOARD OF EDUCATION MEMBERS REGARDING AGENDA ITEMS AND EDUCATIONAL ACTIVITIES AND CONCERNS IN INDIVIDUAL DISTRICTS

Members of the State Board of Education may present information regarding agenda items or other relevant information about public education.

Information Materials

1. **State Board of Education Operating Rules, Amended January 31, 2017**
Public testimony information begins on page V-7.
(Board agenda page V-1)
2. **Current Status of the Permanent School Fund**
(Board agenda page V-25)
3. **2017-2021 Rule Review Plan for State Board of Education Rules**
(Board agenda page V-27)

This item outlines the rule review plan for State Board of Education (SBOE) rules during the period of September 2017 through August 2021. Texas Government Code, §2001.039, requires an ongoing four-year rule review of existing state agency rules, including SBOE rules. The rule review requirement is designed to ensure that the reason for initially adopting or readopting a rule continues to exist.

**CONSENT AGENDA
STATE BOARD OF EDUCATION
November 16, 2018**

(1) Ratification of Current Texas Lesson Study Resources

This item gives the committee and board an opportunity to consider ratifying the current teacher-designed lesson study resources available on the agency’s web portal. The statutory authority is the Texas Education Code (TEC), §8.0531.

[\(Agenda Exhibit\)](#) II-1

(2) Approval of Costs to Administer the 2018-2019 State-Developed Assessments to Private School Students

Texas Education Code, §39.033, allows a private school to voluntarily assess its students with the State of Texas Assessments of Academic Readiness (STAAR) and the Texas English Language Proficiency Assessment System (TELPAS) assessments. The State Board of Education must approve the per-student cost to private schools, which may not exceed the cost of administering the same assessment to a student enrolled in a public-school district. This item requests approval of these costs for the 2018-2019 school year. Statutory authority for this action is the Texas Education Code (TEC), §39.033.

[\(Agenda Exhibit\)](#) III-1

(3) Ratification of the Purchases and Sales of the Investment Portfolio of the Permanent School Fund for the Months of August and September 2018.

This item provides an opportunity for the committee and board to consider approval of the purchases and sales of investments executed in the portfolio of the Permanent School Fund for the months of August and September 2018. Statutory authority for this action is the Texas Constitution, Article VII, §5(f).

[\(Agenda Exhibit\)](#) III-7

(4) Proposed Amendments to the Investment Procedures Manual

This item provides an opportunity for the committee and board to review and adopt proposed amendments to the Investment Procedures Manual related to SEC amended rule changes for the Bond Guarantee program disclosure (SEC Rule 15c2-12). Statutory authority for this action is the Texas Constitution, Article VII, §5(f).

[\(Agenda Exhibit\)](#) III-9

(5) An Overview of the Permanent School Fund

This item provides the opportunity for the committee and board to discuss an overview of the combined assets of the Permanent School Fund including both the assets managed by the State Board of Education and the School Land Board. Statutory authority for this action is the Texas Constitution, Article VII, §5(f).

[\(Agenda Exhibit\)](#) III-11

(6) Recommendation for Appointment to the Boys Ranch Independent School District Board of Trustees

This item provides an opportunity for committee and board consideration of one appointment to the board of trustees of the Boys Ranch Independent School District. The appointment is necessary due to the expiration of the term of office for one board member. The statutory authority for this action is the Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC), §61.2.

[\(Agenda Exhibit\)](#) IV-1

Proposed Revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, and Proposed Repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits
(Second Reading and Final Adoption)

November 16, 2018

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item presents for second reading and final adoption proposed revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses, and proposed repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Subchapter A, High School, and Subchapter B, Other Economics Courses. The proposed revisions would streamline the social studies standards. No changes are recommended since approved first reading.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002, identifies the subjects of the required curriculum and requires the SBOE to by rule identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.025, requires the SBOE to by rule determine the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under the TEC, §28.002.

EFFECTIVE DATE: The proposed effective date of the proposed revisions and repeal is August 26, 2019.

PREVIOUS BOARD ACTION: The SBOE adopted the Texas Essential Knowledge and Skills (TEKS) for social studies effective September 1, 1998. Amendments to the social studies TEKS were last adopted effective August 23, 2010. At the June 2017 meeting, the SBOE approved the proposed TEKS and instructional materials review and adoption schedule and the revised TEKS review process to be used beginning with the streamlining of the social studies TEKS. A discussion item regarding proposed revisions to 19 TAC Chapter 113, Subchapters A-D, and Chapter 118, Subchapters A and B, was presented to the Committee of the Full Board at the June 2018 meeting. At the September 2018 meeting, the board approved for first reading and filing authorization proposed revisions to 19 TAC Chapter 113 and proposed repeal of 19 TAC Chapter 118.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: In accordance with statutory requirements that the SBOE by rule identify the essential knowledge and skills of each subject in the required curriculum, the SBOE follows a board-approved cycle to review and revise the essential knowledge and skills for each subject.

At the June 2017 work session, the Committee of the Full Board indicated its intention to complete a streamlining of the social studies TEKS, with the latitude to make minor revisions to the standards if the revisions would not impact currently adopted instructional materials. The SBOE began the streamlining of the social studies TEKS in 2018. Applications to serve on TEKS streamlining work groups for social studies were posted on the Texas Education Agency (TEA) website in July 2017. Also in July 2017, TEA distributed a survey to collect information from educators regarding the streamlining of the social studies TEKS.

Initial applications for social studies TEKS streamlining work groups were provided to SBOE members for approval in September, October, November, and December 2017 and in January, March, April, and June 2018.

At the January-February 2018 SBOE meeting, the board asked staff to provide to the work groups a crosswalk that has been developed between the current social studies TEKS and civics questions on the U.S. naturalization test. The board directed the work groups to avoid recommending deletion of information represented in the crosswalk.

In February 2018, Work Group A, the first social studies TEKS streamlining work group, convened in Austin to review survey results and feedback on the scope of the TEKS collected from focus groups convened by education service centers (ESCs). Work Group B was convened in March 2018 to review historical figures in the social studies TEKS. Work Group C was convened in April 2018 to make recommendations for streamlining the history and geography strands. In late May and early June 2018, Work Group D was convened to make recommendations for streamlining the geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills strands. In August 2018, Work Group E was convened to make final recommendations for all strands and to ensure vertical alignment across all grade levels and courses.

In 2011, Senate Bill 6, 82nd Texas Legislature, First Called Session, amended the required curriculum to include economics, with emphasis on the free enterprise system and its benefits, as part of the subjects that constitute social studies rather than as a separate subject area. As a result of this change, the TEKS for economics would be moved to 19 TAC Chapter 113 as part of the streamlining of the social studies TEKS. The text of proposed new §113.31 reflects the addition of Economics into Chapter 113 and revisions recommended by work groups to the Economics with Emphasis on the Free Enterprise System and Its Benefits high school course. Additionally, proposed new 19 TAC Chapter 113, Subchapter D, §§113.76, 113.77, 113.78, 113.79, and 113.80, reflect the move of other economics courses from Chapter 118, Subchapter B.

Attachment II reflects the text of proposed revisions to 19 TAC Chapter 113. Attachment III reflects the text of proposed repeal of 19 TAC Chapter 118, Subchapters A and B. No changes are recommended since approved for first reading.

FISCAL IMPACT: TEA has determined that there are no additional costs to persons required to comply with the proposed revisions.

The proposed revisions would have fiscal implications for state government. For fiscal year 2018, the estimated cost to the TEA to reimburse committee members for travel to review and streamline the social studies TEKS is \$105,000. There would also be implications for the TEA if the state creates professional development to help teachers and administrators understand the streamlined TEKS. Any professional development that is created would be based on whether the TEA receives an appropriation for professional development in the next biennium.

The proposed revisions may have fiscal implications for school districts and charter schools to implement the streamlined TEKS. The costs may include the need for professional development and revisions to district-developed databases, curriculum, and scope and sequence documents. Since curriculum and instruction decisions are made at the local district level, it is difficult to estimate the fiscal impact on any given district.

The TEA has determined that 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, §2001.022. The proposed revisions 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: TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC AND STUDENT BENEFIT: The proposed revisions and repeals would better align the TEKS and streamline the standards to ensure they can be reasonably taught within the amount of time typically allotted for the subject or course.

PROCEDURAL AND REPORTING IMPLICATIONS: The proposed revisions and repeals would have no new procedural and reporting requirements.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: The proposed revisions and repeals would have no new locally maintained paperwork requirements.

PUBLIC COMMENTS: Following the September 2018 meeting, notice of proposed revisions to 19 TAC Chapter 113 and proposed repeal of 19 TAC Chapter 118 was filed with the Texas Register, initiating the public comment period. A summary of public comments received will be provided to the SBOE prior to and during the November 2018 meeting.

ALTERNATIVES: None.

OTHER COMMENTS AND RELATED ISSUES: None.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve for second reading and final adoption proposed revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses, and proposed repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Subchapter A, High School, and Subchapter B, Other Economics Courses, with an effective date of August 26, 2019.

Staff Members Responsible: Monica Martinez, Associate Commissioner
Standards and Support Services

Shelly Ramos, Senior Director
Curriculum Standards and Student Support

Attachment I: Statutory Citations

Attachment II: Text of Proposed Revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses

Attachment III: Text of Proposed Repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Subchapter A, High School, and Subchapter B, Other Economics Courses

ATTACHMENT I

Statutory Citations Relating to Proposed Revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, and Proposed Repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits

Texas Education Code (TEC), §7.102, State Board of Education Powers and Duties (excerpt):

- (c) (4) The board shall establish curriculum and graduation requirements.

TEC, §28.002, Required Curriculum (excerpts):

- (a) Each school district that offers kindergarten through grade 12 shall offer, as a required curriculum:
 - (1) a foundation curriculum that includes:
 - (A) English language arts;
 - (B) mathematics;
 - (C) science; and
 - (D) social studies, consisting of Texas, United States, and world history, government, economics, with emphasis on the free enterprise system and its benefits, and geography; and
 - (2) an enrichment curriculum that includes:
 - (A) to the extent possible, languages other than English;
 - (B) health, with emphasis on the importance of proper nutrition and exercise;
 - (C) physical education;
 - (D) fine arts;
 - (E) career and technology education;
 - (F) technology applications;
 - (G) religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
 - (H) personal financial literacy.
- (b) The State Board of Education by rule shall designate subjects constituting a well-balanced curriculum to be offered by a school district that does not offer kindergarten through grade 12.
- (c) The State Board of Education, with the direct participation of educators, parents, business and industry representatives, and employers shall by rule identify the essential knowledge and skills of each subject of the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials under Chapter 31 and addressed on the assessment instruments required under Subchapter B, Chapter 39. As a condition of accreditation, the board shall require each district to provide instruction in the essential knowledge and skills at appropriate grade levels and to make available to each high school student in the district an Algebra II course.

TEC, §28.025, High School Diploma and Certificate; Academic Achievement Record (excerpts):

- (a) The State Board of Education by rule shall determine curriculum requirements for the foundation high school program that are consistent with the required curriculum under Section 28.002. The State Board of Education shall designate the specific courses in the foundation curriculum under Section 28.002(a)(1) required under the foundation high school program. Except as provided by this section, the State Board of Education may not designate a specific course or a specific number of credits in the enrichment curriculum as requirements for the program.
- (b-1) The State Board of Education by rule shall require that the curriculum requirements for the foundation high school program under Subsection (a) include a requirement that students successfully complete:
 - (1) four credits in English language arts under Section 28.002(a)(1)(A), including one credit in English I, one credit in English II, one credit in English III, and one credit in an advanced English course authorized under Subsection (b-2);
 - (2) three credits in mathematics under Section 28.002(a)(1)(B), including one credit in Algebra I, one credit in geometry, and one credit in any advanced mathematics course authorized under Subsection (b-2);
 - (3) three credits in science under Section 28.002(a)(1)(C), including one credit in biology, one credit in any advanced science course authorized under Subsection (b-2), and one credit in integrated physics and chemistry or in an additional advanced science course authorized under Subsection (b-2);
 - (4) three credits in social studies under Section 28.002(a)(1)(D), including one credit in United States history, at least one-half credit in government and at least one-half credit in economics, and one credit in world geography or world history;
 - (5) except as provided under Subsections (b-12), (b-13), and (b-14), two credits in the same language in a language other than English under Section 28.002(a)(2)(A);
 - (6) five elective credits;
 - (7) one credit in fine arts under Section 28.002(a)(2)(D); and
 - (8) except as provided by Subsection (b-11), one credit in physical education under Section 28.002(a)(2)(C).
- (b-4) A school district may offer the curriculum described in Subsections (b-1)(1) through (4) in an applied manner. Courses delivered in an applied manner must cover the essential knowledge and skills, and the student shall be administered the applicable end-of-course assessment instrument as provided by Sections 39.023(c) and 39.025.
- (b-7) The State Board of Education, in coordination with the Texas Higher Education Coordinating Board, shall adopt rules to ensure that a student may comply with the curriculum requirements under the foundation high school program or for an endorsement under Subsection (c-1) by successfully completing appropriate courses in the core curriculum of an institution of higher education under Section 61.822. Notwithstanding Subsection (b-15) or (c) of this section, Section 39.025, or any other provision of this code and notwithstanding any school district policy, a student who has completed the core curriculum of an institution of higher education under Section 61.822, as certified by the institution in accordance with commissioner rule, is considered to have earned a distinguished level of achievement under the foundation high school program and is entitled to receive a high school diploma from the appropriate high school as that high school is determined in accordance with commissioner rule. A student who is considered to have earned a distinguished level of achievement under the foundation high school program under this

subsection may apply for admission to an institution of higher education for the first semester or other academic term after the semester or other academic term in which the student completes the core curriculum.

(b-11) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student who is unable to participate in physical activity due to disability or illness to substitute one credit in English language arts, mathematics, science, or social studies, one credit in a course that is offered for credit as provided by Section 28.002(g-1), or one academic elective credit for the physical education credit required under Subsection (b-1)(8). A credit allowed to be substituted under this subsection may not also be used by the student to satisfy a graduation requirement other than completion of the physical education credit. The rules must provide that the determination regarding a student's ability to participate in physical activity will be made by:

- (1) if the student receives special education services under Subchapter A, Chapter 29, the student's admission, review, and dismissal committee;
- (2) if the student does not receive special education services under Subchapter A, Chapter 29, but is covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), the committee established for the student under that Act; or
- (3) if each of the committees described by Subdivisions (1) and (2) is inapplicable, a committee established by the school district of persons with appropriate knowledge regarding the student.

(b-13) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student to substitute credit in another appropriate course for the second credit in the same language in a language other than English otherwise required by Subsection (b-1)(5) if the student, in completing the first credit required under Subsection (b-1)(5), demonstrates that the student is unlikely to be able to complete the second credit. The board rules must establish:

- (1) the standards and, as applicable, the appropriate school personnel for making a determination under this subsection; and
- (2) appropriate substitute courses for purposes of this subsection.

(b-14) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student who, due to disability, is unable to complete two courses in the same language in a language other than English, as provided under Subsection (b-1)(5), to substitute for those credits two credits in English language arts, mathematics, science, or social studies or two credits in career and technology education, technology applications, or other academic electives. A credit allowed to be substituted under this subsection may not also be used by the student to satisfy a graduation credit requirement other than credit for completion of a language other than English. The rules must provide that the determination regarding a student's ability to participate in language-other-than-English courses will be made by:

- (1) if the student receives special education services under Subchapter A, Chapter 29, the student's admission, review, and dismissal committee; or
- (2) if the student does not receive special education services under Subchapter A, Chapter 29, but is covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), the committee established for the student under that Act.

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ATTACHMENT II
Text of Proposed Revisions to 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter A. Elementary

§113.10. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary, Adopted 2018 [~~Beginning with School Year 2011-2012~~].

The provisions of §§113.11-113.16 of this subchapter shall be implemented by school districts beginning with the 2019-2020 [~~2011-2012~~] school year.

§113.11. Social Studies, Kindergarten, Adopted 2018 [~~Beginning with School Year 2011-2012~~].

(a) Introduction.

- (1) In Kindergarten, the study of the self, home, family, and classroom establishes the foundation for responsible citizenship in society. Students explore state and national heritage by examining the celebration of patriotic holidays and the contributions of individuals. The concept of chronology is introduced. Students apply geographic concepts of location and physical and human characteristics of place. Students identify basic human needs and ways people meet these needs. Students learn the purpose of rules and the role of authority figures in the home and school. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire information from a variety of oral and visual sources. Students practice problem-solving, decision-making, and independent-thinking skills.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Kindergarten is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Kindergarten Texas essential knowledge and skills include standards related to this patriotic observance.

- (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands that holidays are celebrations of special events. The student is expected to:
- (A) identify ~~[explain the reasons for]~~ national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day; and
 - (B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.
- (2) History. The student understands how historical figures ~~[, patriots, and good citizens]~~ helped shape the ~~[community,]~~ state [,] and nation. The student is expected to ~~[,]~~
- ~~[(A)]~~ identify contributions of historical figures, including Stephen F. Austin, George Washington, and Christopher Columbus, ~~[and José Antonio Navarro,]~~ who helped to shape the state and nation . ~~[, and]~~
 - ~~[(B)]~~ ~~identify contributions of patriots and good citizens who have shaped the community.]~~
- ~~[(3)]~~ History. The student understands the concept of chronology. The student is expected to:
- ~~[(A)]~~ ~~place events in chronological order; and~~
 - ~~[(B)]~~ ~~use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.]~~
- (3) ~~[(4)]~~ Geography. The student understands the concept of location. The student is expected to:
- (A) use spatial terms, including over, under, near, far, left, and right, to describe relative location;
 - (B) locate places on the school campus and describe their relative locations; and
 - (C) identify and explore geographic tools that aid in determining location, including maps and globes.
- (4) ~~[(5)]~~ Geography. The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them . The student is expected to:
- (A) identify the physical characteristics of place such as landforms, bodies of water, Earth's ~~[natural]~~ resources, and weather; and
 - (B) identify how geographic location influences ~~[the]~~ human characteristics of place such as ~~[ways of earning a living,]~~ shelter, clothing, food, and activities ~~[are based upon geographic location]~~ .
- (5) ~~[(6)]~~ Economics. The student understands the difference between ~~[that basic]~~ human needs and wants and how they are met ~~[in many ways]~~ . The student is expected to:
- (A) identify basic human needs of food, clothing, and shelter;
 - (B) explain the difference between needs and wants; and
 - (C) explain how basic human needs and wants can be met ~~[such as through self-producing, purchasing, and trading]~~ .
- (6) ~~[(7)]~~ Economics. The student understands the value of jobs. The student is expected to:
- (A) identify jobs in the home, school, and community; and
 - (B) explain why people have jobs.
- (7) ~~[(8)]~~ Government. The student understands the purpose of rules. The student is expected to:

- (A) identify purposes for having rules; and
 - (B) identify rules that provide order, security, and safety in the home and school.
- (8) ~~(9)~~ Government. The student understands the role of authority figures. The student is expected to:
- (A) identify authority figures in the home, school, and community; and
 - (B) explain how authority figures ~~make and~~ enforce rules.
- (9) ~~(10)~~ Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:
- (A) identify the ~~flags of the~~ United States flag and the Texas state flag ;
 - (B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; and
 - ~~(C) identify Constitution Day as a celebration of American freedom; and~~
 - (C) ~~(D)~~ use voting as a method for group decision making.
- (10) ~~(11)~~ Culture. The student understands similarities and differences among individuals ~~[people]~~. The student is expected to ;
- ~~(A)~~ identify similarities and differences among individuals ~~[people]~~ such as kinship ~~[, laws,]~~ and religion ~~[, and]~~
 - ~~(B) identify similarities and differences among people such as music, clothing, and food.~~
- (11) ~~(12)~~ Culture. The student understands the importance of family ~~[customs and]~~ traditions. The student is expected to:
- (A) describe and explain the importance of family ~~[customs and]~~ traditions; and
 - (B) compare ~~[family customs and]~~ traditions among families .
- (12) ~~(13)~~ Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:
- (A) identify examples of technology used in the home and school;
 - (B) describe how technology helps accomplish specific tasks and meet people's needs; and
 - (C) describe how his or her life might be different without modern technology.
- (13) ~~(14)~~ Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including ~~[electronic]~~ technology. The student is expected to:
- (A) gather ~~[obtain]~~ information about a topic using a variety of valid oral and visual sources such as ~~[conversations,]~~ interviews, ~~[and]~~ music , pictures, symbols, and artifacts ; and
 - ~~(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts; and~~
 - (B) ~~(C)~~ sequence and categorize information.
- (14) ~~(15)~~ Social studies skills. The student communicates in oral and visual forms. The student is expected to:
- (A) place events in chronological order;
 - (B) use social studies terminology correctly related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow;
 - (C) ~~(A)~~ express ideas orally based on knowledge and experiences; and

(D) ~~(B)~~ create and interpret visuals, including pictures and maps.

(15) ~~(46)~~ Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[, in a variety of settings]~~ . The student is expected to ~~[~~

~~(A)~~ use ~~[a]~~ problem-solving and decision-making processes ~~[process]~~ to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution ~~. [~~and~~]~~

~~(B)~~ use a decision making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision.

§113.12. Social Studies, Grade 1, Adopted 2018 [Beginning with School Year 2011-2012] .

(a) Introduction.

- (1) In Grade 1, students study their relationship to the classroom, school, and community to establish the foundation for responsible citizenship in society. Students develop concepts of time and chronology by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students create simple maps to identify the location of places in the classroom, school, and community. Students explore the concepts of goods and services and the value of work. Students identify individuals who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information. Students practice problem-solving, decision-making, and independent-thinking skills.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Grade 1 is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Grade 1 Texas essential knowledge and skills include standards related to this patriotic observance.
- (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

- (b) Knowledge and skills.
- (1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:
- (A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day [~~San Jacinto Day~~], Independence Day, and Veterans Day; and
- (B) compare the observance of holidays and celebrations [~~past and present~~].
- (2) History. The student understands how historical figures [~~patriots, and good citizens~~] helped shape the [~~community,~~] state [~~]~~ and nation. The student is expected to:
- (A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the [~~community,~~] state [~~]~~ and nation; and
- ~~[(B) identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness; and]~~
- ~~[(B) [(C)] compare the [~~similarities and differences among the~~] lives [~~and activities~~] of historical figures [~~and other individuals~~] who have influenced the [~~community,~~] state [~~]~~ and nation.~~
- ~~[(3) History. The student understands the concepts of time and chronology. The student is expected to:]~~
- ~~[(A) distinguish among past, present, and future;]~~
- ~~[(B) describe and measure calendar time by days, weeks, months, and years; and]~~
- ~~[(C) create a calendar and simple timeline.]~~
- (3) ~~[(4)]~~ Geography. The student understands the relative location of places. The student is expected to:
- (A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms; and
- (B) ~~[(A)]~~ locate places using the four cardinal directions [~~;~~ and]
- ~~[(B) describe the location of self and objects relative to other locations in the classroom and school.]~~
- (4) ~~[(5)]~~ Geography. The student understands the purpose of geographic tools, including maps and globes. The student is expected to:
- (A) create and use simple maps such as maps of the home, classroom, school, and community; and
- (B) locate and explore the community, Texas, and the United States on maps and globes.
- (5) ~~[(6)]~~ Geography. The student understands [~~various~~] physical and human characteristics of place to better understand their community and the world around them. The student is expected to:
- (A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's [~~natural~~] resources, and weather; and
- ~~[(B) identify examples of and uses for natural resources in the community, state, and nation; and]~~
- (B) ~~[(C)]~~ identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities [~~are based upon geographic location~~].
- (6) ~~[(7)]~~ Economics. The student understands how families meet basic human needs. The student is expected to:

- (A) describe ways that families meet basic human needs; and
 - (B) describe similarities and differences in ways families meet basic human needs.
- (7) ~~(8)~~ Economics. The student understands the concepts of goods and services. The student is expected to:
- (A) identify examples of goods and services in the home, school, and community;
 - (B) identify ways people exchange goods and services; and
 - (C) identify the role of markets in the exchange of goods and services.
- (8) ~~(9)~~ Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:
- (A) identify examples of people wanting more than they can have;
 - (B) explain why wanting more than they can have requires that people make choices; and
 - (C) identify examples of choices families make when buying goods and services.
- (9) ~~(10)~~ Economics. The student understands the value of work. The student is expected to:
- (A) describe the tools ~~[components]~~ of various jobs and the characteristics of a job well performed; and
 - (B) describe how various ~~[specialized]~~ jobs contribute to the production of goods and services.
- (10) ~~(11)~~ Government. The student understands the purpose of rules and laws. The student is expected to:
- (A) explain the purpose for rules and laws in the home, school, and community; and
 - (B) identify rules and laws that establish order, provide security, and manage conflict.
- (11) ~~(12)~~ Government. The student understands the role of authority figures and ~~[]~~ public officials ~~[- and citizens]~~. The student is expected to:
- (A) identify the responsibilities of authority figures in the home, school, and community; and
 - (B) identify and describe the roles of public officials in the community, state, and nation ~~[- and]~~
 - ~~[(C) — identify and describe the role of a good citizen in maintaining a constitutional republic.]~~
- (12) ~~(13)~~ Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:
- (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting; and
 - (B) identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin ~~[- Francis Scott Key;]~~ and Eleanor Roosevelt ~~[- who have exemplified good citizenship; and]~~
 - ~~[(C) — identify other individuals who exemplify good citizenship.]~~
- (13) ~~(14)~~ Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:
- (A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;

- (B) recite ~~[and explain the meaning of]~~ the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;
- (C) identify anthems and mottoes of Texas and the United States;
- (D) explain and practice voting as a way of making choices and decisions; and
- (E) explain how patriotic customs and celebrations reflect American individualism and freedom . [~~;~~ and]
- ~~[(F) identify Constitution Day as a celebration of American freedom.]~~
- (14) ~~[(15)]~~ Culture. The student understands the importance of family and community beliefs, ~~[customs,]~~ language, and traditions. The student is expected to:
- (A) describe and explain the importance of ~~[various]~~ beliefs, ~~[customs,]~~ language, and traditions of families and communities; and
- (B) explain the way folktales and legends ~~[such as Aesop's fables]~~ reflect beliefs, ~~[customs,]~~ language, and traditions of communities.
- (15) ~~[(16)]~~ Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to:
- (A) describe how technology has affected ~~[changes]~~ the ways families live; and
- (B) describe how technology has affected ~~[changes]~~ communication, transportation, and recreation . [~~;~~ and]
- ~~[(C) describe how technology changes the way people work.]~~
- ~~[(16) Science, technology, and society. The student identifies individuals who created or invented new technology that affected daily life. The student is expected to identify scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan and their contributions.]~~
- (17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including ~~[electronic]~~ technology. The student is expected to:
- (A) gather ~~[obtain]~~ information about a topic using a variety of valid oral and visual sources such as ~~[conversations,]~~ interviews, and music , pictures, symbols, and artifacts ; and
- ~~[(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts; and]~~
- (B) ~~[(C)]~~sequence and categorize information.
- (18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
- (A) use a simple timeline to distinguish among past, present, and future;
- (B) use a calendar to describe and measure time in days, weeks, months, and years;
- (C) ~~[(A)]~~ express ideas orally based on knowledge and experiences; ~~[and]~~
- (D) ~~[(B)]~~ create and interpret visual and written material ; and [~~;~~]
- (E) use social studies terminology correctly.
- (19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others [~~;~~ in a variety of settings] . The student is expected to [~~;~~]
- ~~[(A)]~~ use [a] problem-solving and decision-making processes [process] to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . [~~;~~ and]

~~[(B) use a decision making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.]~~

§113.13. Social Studies, Grade 2, Adopted 2018 [Beginning with School Year 2011-2012] .

(a) Introduction.

- (1) In Grade 2, students focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation. Students begin to develop the concepts of time and chronology. The relationship between the physical environment and human activities is introduced as are the concepts of consumers and producers. Students identify functions of government as well as services provided by the local government. Students continue to acquire knowledge of customs, symbols, and celebrations that represent American beliefs and principles. Students identify the significance of works of art in the local community and explain how technological innovations have changed transportation and communication. Students communicate what they have learned in written, oral, and visual forms.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as nonfiction texts, primary sources, biographies, folklore, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, online tours, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Grade 2 is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Grade 2 Texas essential knowledge and skills include standards related to this patriotic observance.
- (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

(b) Knowledge and skills.

- (1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:
 - (A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving; and

- (B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.
- ~~[(2) History. The student understands the concepts of time and chronology. The student is expected to:]~~
- ~~[(A) describe the order of events by using designations of time periods such as historical and present times;]~~
- ~~[(B) apply vocabulary related to chronology, including past, present, and future; and]~~
- ~~[(C) create and interpret timelines for events in the past and present.]~~
- ~~[(3) History. The student understands how various sources provide information about the past and present. The student is expected to:]~~
- ~~[(A) identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources; and]~~
- ~~[(B) describe various evidence of the same time period using primary sources such as photographs, journals, and interviews.]~~
- (2) ~~[(4)]~~ History. The student understands how historical figures [~~pat~~riots, and good citizens] helped shape the community, state, and nation. The student is expected to:
- (A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, ~~John Hancock,~~ and Theodore Roosevelt, who have influenced the ~~community,~~ state [;] and nation; and
- ~~[(B) identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness; and]~~
- (B) ~~[(C)]~~ discuss ~~explain~~ how people and events have influenced local community history.
- (3) ~~[(5)]~~ Geography. The student uses simple geographic tools, including ~~such as~~ maps and globes. The student is expected to:
- (A) identify and use ~~interpret~~ information on maps and globes using basic map elements such as title, cardinal directions ~~orientation (north, south, east, west)~~, and legend ~~legend/map keys~~; and
- (B) create maps to show places and routes within the home, school, and community.
- (4) ~~[(6)]~~ Geography. The student understands the location [~~locations and characteristics~~] of places [~~and regions~~] in their [~~the~~] community, state, country, and the world [~~and nation~~]. The student is expected to:
- (A) identify major landforms and bodies of water, including each of the seven continents and each of the four oceans, on maps and globes; and
- (B) locate places [~~of significance~~], including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of [~~major cities in Texas, the coast of Texas,~~] Canada and [;] Mexico [~~and the United States~~] on maps and globes, [; and]
- ~~[(C) examine information from various sources about places and regions.]~~
- ~~[(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:]~~
- ~~[(A) describe how weather patterns and seasonal patterns affect activities and settlement patterns;]~~
- ~~[(B) describe how natural resources and natural hazards affect activities and settlement patterns;]~~

~~[(C) explain how people depend on the physical environment and natural resources to meet basic needs; and]~~

~~[(D) identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns.]~~

(5) ~~(8)~~ Geography. The student understands how humans use and modify the physical environment. The student is expected to:

- (A) identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture ~~[clearing land for urban development and agricultural use]~~, and drilling for oil;
- (B) identify ~~[positive and negative]~~ consequences of human modification of the physical environment ~~[such as the use of irrigation to improve crop yields]~~; and
- (C) identify ways people can conserve and replenish Earth's ~~[natural]~~ resources.

(6) ~~(9)~~ Economics. The student understands the value of work. The student is expected to:

- (A) explain how work provides income to purchase goods and services; and
- (B) explain the choices people ~~[in the U.S. free enterprise system]~~ can make about earning, spending, and saving money ~~[and where to live and work]~~.

(7) ~~(10)~~ Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:

- (A) distinguish between producing and consuming;
- (B) identify ways in which people are both producers and consumers; and
- (C) discuss ~~[examine]~~ the development of a product from a natural resource to a finished product.

(8) ~~(11)~~ Government. The student understands the purpose of governments. The student is expected to:

- (A) identify functions of governments such as establishing order, providing security, and managing conflict; and
- (B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community. ~~[; and]~~

~~[(C) describe how governments tax citizens to pay for services.]~~

(9) ~~(12)~~ Government. The student understands the role of public officials. The student is expected to:

- (A) name current public officials, including mayor, governor, and president;
- (B) compare the roles of public officials, including mayor, governor, and president;
- (C) identify ways that public officials are selected, including election and appointment to office; and
- (D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.

(10) ~~(13)~~ Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:

- (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;

- (B) identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, [World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers,] and Sojourner Truth [who have exemplified good citizenship] ; and
- ~~[(C) identify other individuals who exemplify good citizenship; and]~~
- (C) ~~[(D)]~~ identify ways to actively practice good citizenship, including involvement in community service.
- (11) ~~[(14)]~~ Citizenship. The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:
- (A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;
- (B) identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful"; and
- (C) identify [selected] symbols such as state and national birds and flowers [and patriotic symbols such as the U.S. and Texas flags] and Uncle Sam ; and]
- ~~[(D) identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.]~~
- ~~[(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:]~~
- ~~[(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and]~~
- ~~[(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.]~~
- (12) ~~[(16)]~~ Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:
- (A) identify the significance of various ethnic and/or cultural celebrations; and
- (B) compare ethnic and/or cultural celebrations.
- (13) ~~[(17)]~~ Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:
- (A) describe how science and technology have affected [change] communication, transportation, and recreation; and
- (B) explain how science and technology have affected [change] the ways in which people meet basic needs.
- ~~[(14) Science, technology, and society. The student identifies individuals who exhibited individualism and inventiveness. The student is expected to identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver.]~~
- (15) ~~[(18)]~~ Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including [electronic] technology. The student is expected to:
- (A) gather [obtain] information about a topic using a variety of valid oral and visual sources such as [conversations,] interviews, [and] music , pictures, maps, and artifacts ; and
- ~~[(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting.]~~
- ~~[(B) obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts;]~~

~~[(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information;]~~

~~[(D) sequence and categorize information; and]~~

~~[(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.]~~

~~(16) [(19)]~~ Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

~~(A) describe the order of events by using designations of time periods such as historical and present times;~~

~~(B) apply vocabulary related to chronology, including past, present, and future;~~

~~(C) create and interpret timelines for events in the past and present;~~

~~(D) use social studies terminology correctly;~~

~~(E) [(A)]~~express ideas orally based on knowledge and experiences; and

~~(F) [(B)]~~create written and visual material such as stories, ~~[poems,]~~ maps, and graphic organizers to express ideas.

~~(17) [(20)]~~ Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[in a variety of settings]~~. The student is expected to ~~[(a)]~~

~~[(A)]~~ use ~~[(a)]~~ problem-solving and decision-making processes ~~[(process)]~~ to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution ~~[and]~~

~~[(B)]~~ use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.]

§113.14. Social Studies, Grade 3, Adopted 2018 [Beginning with School Year 2011-2012].

(a) Introduction.

- (1) In Grade 3, students learn how diverse individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, new technologies, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies, founding documents, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
 - (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
 - (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
 - (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
 - (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:
 - (A) describe how individuals, events, and ideas have changed communities, past and present;
 - (B) identify individuals, including Pierre-Charles L'Enfant, ~~[Benjamin Banneker,]~~ and Benjamin Franklin, who have helped to shape communities; and
 - (C) describe how individuals, including Daniel Boone and ~~[, Christopher Columbus,]~~ the Founding Fathers ~~[, and Juan de Oñate,]~~ have contributed to the expansion of existing communities or to the creation of new communities.
 - (2) History. The student understands common characteristics of communities, past and present. The student is expected to:
 - (A) identify reasons people have formed communities, including a need for security and laws , religious freedom, ~~[law,]~~ and material well-being; and
 - (B) compare ~~[identify]~~ ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation ~~[, and]~~

- ~~[(C) — compare ways in which various other communities meet their needs.]~~
- ~~[(3) — History. The student understands the concepts of time and chronology. The student is expected to:]~~
- ~~[(A) — use vocabulary related to chronology, including past, present, and future times:]~~
- ~~[(B) — create and interpret timelines; and]~~
- ~~[(C) — apply the terms year, decade, and century to describe historical times.]~~
- (3) ~~[(4)]~~ Geography. The student understands how humans adapt to and/or modify ~~[variations in]~~ the physical environment. The student is expected to:
- (A) describe similarities and differences ~~[and explain variations]~~ in the physical environment, including climate, landforms, natural resources, and natural hazards;
- (B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains; and
- ~~[(C) — describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape:]~~
- (C) ~~[(D)]~~ describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape and
- ~~[(E) — identify and compare the human characteristics of various regions.]~~
- (4) ~~[(5)]~~ Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:
- (A) use cardinal and intermediate directions to locate places on maps and globes ~~[such as the Rocky Mountains, the Mississippi River, and Austin, Texas.]~~ in relation to the local community;
- (B) use a scale to determine the distance between places on maps and globes; and
- ~~[(C) — identify and use the compass rose, grid system, and symbols to locate places on maps and globes; and]~~
- (C) ~~[(D)]~~ identify, create, and interpret maps of places ~~[and regions]~~ that contain map elements, including a title, compass rose, legend, scale, and grid system.
- (5) ~~[(6)]~~ Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:
- (A) identify ways of earning, spending, saving, and donating money; and
- (B) create a simple budget that allocates money for spending and ~~[(3)]~~ saving ~~[and donating]~~ .
- ~~[(7) — Economics. The student understands the concept of the free enterprise system. The student is expected to:]~~
- ~~[(A) — define and identify examples of scarcity:]~~
- ~~[(B) — explain the impact of scarcity on the production, distribution, and consumption of goods and services; and]~~
- ~~[(C) — explain the concept of a free market as it relates to the U.S. free enterprise system.]~~
- (6) ~~[(8)]~~ Economics. The student understands the concept of the free enterprise system and how businesses operate in the U.S. free enterprise system. The student is expected to:
- ~~[(A) — identify examples of how a simple business operates:]~~
- (A) ~~[(B)]~~ explain how supply and demand affect the price of a good or service;

- (B) define and identify examples of scarcity;
- (C) explain how the cost of production and selling price affect profits; and
- ~~(D) explain how government regulations and taxes impact consumer costs; and~~
- (D) ~~(E)~~ identify individuals, past and present, such as [including] Henry Ford and [other-entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and] Sam Walton [;] who have started new businesses.
- (7) ~~(9)~~ Government. The student understands the basic structure and functions of various levels of government. The student is expected to:
- (A) describe the basic structure of government in the local community, state, and nation;
- (B) identify local, state, and national government officials and explain how they are chosen; and
- (C) identify services commonly provided by local, state, and national governments . [:and]
- ~~(D) explain how local, state, and national government services are financed.~~
- (8) ~~(10)~~ Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:
- (A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and
- (B) describe [and explain the importance of] the concept of "consent of the governed ." [as it relates to the functions of local, state, and national government.]
- (9) ~~(11)~~ Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:
- ~~(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;~~
- (A) ~~(B)~~ identify [historical] figures such as [Helen Keller and] Clara Barton and [contemporary figures such as] Ruby Bridges [and military and first responders] who exemplify good citizenship; and
- (B) ~~(C)~~ identify and discuss [explain the importance of] individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting.
- (10) ~~(12)~~ Citizenship. The student understands the impact of [individual and] group decisions on communities [in a constitutional republic] . The student is expected to [:]
- ~~(A) give examples of community changes that result from individual or group decisions;~~
- ~~(B) identify examples of actions individuals and groups can take to improve the community; and~~
- ~~(C)~~ identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.
- (11) ~~(13)~~ Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:
- (A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and
- (B) compare ethnic and/or cultural celebrations in the local community with other communities.

- (12) ~~(14)~~ Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:
- (A) identify and describe ~~[compare]~~ the heroic deeds of state and national heroes and military and first responders such as ~~[; including]~~ Hector P. Garcia , [and] James A. Lovell, and the Four Chaplains ~~[other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes]~~ ; and
 - (B) identify and describe ~~[analyze]~~ the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes ~~[; including military and first responders such as the Four Chaplains]~~ .
- (13) ~~(15)~~ Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to ~~[;]~~
- ~~(A)~~ discuss ~~[identify]~~ various ~~[individual]~~ writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder ~~[and Phillis Wheatley]~~ and examples of their cultural heritage through their stories, poems, statues, and paintings , [and other examples of cultural heritage from various communities; and]
 - ~~(B)~~ explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities.
- (14) ~~(16)~~ Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:
- (A) identify individuals who have discovered scientific breakthroughs or created or invented new technology such as ~~[scientists and inventors, including]~~ Jonas Salk, ~~[Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as]~~ Cyrus McCormick, Bill Gates, ~~[and]~~ Louis Pasteur , and others ; and
 - (B) describe ~~[identify]~~ the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.
- (15) ~~(17)~~ Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including ~~[electronic]~~ technology. The student is expected to:
- (A) gather ~~[research]~~ information, including historical and current events ~~[;]~~ and geographic data, about the community ~~[and world,]~~ using a variety of ~~[valid print, oral, visual, and Internet]~~ resources;
 - ~~(B)~~ interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting; and
 - ~~(B)~~ sequence and categorize information;
 - ~~(C)~~ interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting;
 - ~~(D)~~ use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information;
 - ~~(C)~~ ~~(E)~~ interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps ~~[; and]~~
 - ~~(F)~~ use appropriate mathematical skills to interpret social studies information such as maps and graphs.
- (16) ~~(18)~~ Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) create and interpret timelines;
- (C) apply the terms year, decade, and century to describe historical times;
- (D) ~~(A)~~ express ideas orally based on knowledge and experiences; and
- (E) ~~(B)~~ ~~[use technology to]~~ create written and visual material such as stories, ~~poems,~~ pictures, maps, and graphic organizers to express ideas . ~~;~~ ~~and~~
- ~~(C)~~ ~~use standard grammar, spelling, sentence structure, and punctuation.]~~

~~(17)~~ ~~(19)~~ Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[in a variety of settings]~~ . The student is expected to ~~;~~

- ~~(A)~~ use ~~a~~ problem-solving ~~and~~ decision-making processes ~~[process]~~ to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . ~~;~~ ~~and~~
- ~~(B)~~ ~~use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

§113.15. Social Studies, Grade 4, Adopted 2018 ~~[Beginning with School Year 2011-2012]~~ .

(a) Introduction.

- (1) In Grade 4, students examine the history of Texas from the early beginnings to the present within the context of influences of North America. Historical content focuses on Texas history, including the Texas Revolution, establishment of the Republic of Texas, and subsequent annexation to the United States. Students discuss important issues, events, and individuals of the 19th, 20th, and 21st centuries. Students conduct a thorough study of regions in Texas and North America resulting from human activity and from physical features. The location, distribution, and patterns of economic activities and settlement in Texas further enhance the concept of regions. Students describe how early American Indians in Texas and North America met their basic economic needs. Students identify motivations for European exploration and colonization and reasons for the establishment of Spanish settlements and missions. Students explain how American Indians governed themselves and identify characteristics of Spanish colonial and Mexican governments in Texas. Students recite and explain the meaning of the Pledge to the Texas Flag. Students identify the contributions of people of various racial, ethnic, and religious groups to Texas and describe the impact of science and technology on life in the state. Students use critical-thinking skills to identify cause-and-effect relationships, compare and contrast, and make generalizations and predictions.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Where appropriate, local topics should be included. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
- (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
- (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas ~~[and North America]~~ before European exploration. The student is expected to:
- (A) explain the possible origins of American Indian groups in Texas ~~[and North America]~~ ;
- (B) identify and compare the ways of life of American Indian groups in Texas ~~[and North America]~~ before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;
- (C) describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern ~~[and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama Coushatta, and Kickapoo]~~ ; and
- (D) locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.
- ~~[(D) compare the ways of life of American Indian groups in Texas and North America before European exploration.]~~
- (2) History. The student understands the causes and effects of European exploration and colonization of Texas ~~[and North America]~~. The student is expected to:
- (A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;

- (B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas;
 - (C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals [~~such as José de Escandón~~] ;
 - (D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and
 - (E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.
- (3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:
- (A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;
 - (B) summarize the significant contributions of individuals such as [~~Texians~~] William B. Travis, James Bowie, David Crockett, [~~George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier,~~] Juan N. Seguín, Plácido Benavides, [~~and~~] José Francisco Ruiz , [~~;~~ ~~Mexicans~~] Antonio López de Santa Anna , [~~and Vicente Filisola; and non-combatants~~] Susanna Dickinson , and Enrique Esparza;
 - (C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;
 - (D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and
 - (E) explain the events that led to the annexation of Texas to the United States and [~~= including~~] the impact of the U.S.-Mexican War.
- (4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:
- (A) describe the impact of the Civil War and Reconstruction on Texas;
 - (B) explain the growth, development, and impact of the cattle industry such as [~~;~~ ~~including~~] contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;
 - (C) explain the effects of the railroad industry [~~identify the impact of railroads~~] on life in Texas, including changes to cities and major industries; and
 - (D) explain [~~examine~~] the effects on [~~upon~~] American Indian life brought about by [~~resulting from changes in Texas, including~~] the Red River War, building of U.S. forts and railroads, and loss of buffalo.
- (5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:
- (A) explain [~~identify~~] the impact of various [~~issues and~~] events on life in Texas such as [~~urbanization, increased use of oil and gas,~~] the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals ; and
 - (B) explain the development and impact of the oil and gas industry on [~~upon~~] industrialization and urbanization in Texas, including [~~important places and people such as~~] Spindletop and important people such as Pattillo Higgins , [~~;~~ ~~and~~]

- ~~[(C) identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.]~~
- ~~[(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:]~~
- ~~[(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and]~~
- ~~[(B) translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.]~~
- ~~(6) [(7)]~~ Geography. The student understands the concept of regions. The student is expected to:
- ~~[(A) describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity;]~~
- (A) ~~[(B)]~~ identify, locate, and describe ~~[compare]~~ the physical ~~[geographic]~~ regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, ~~[and]~~ vegetation, and economic activities; and
- (B) ~~[(C)]~~ compare the physical ~~[geographic]~~ regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) ~~[with regions of the United States and other parts of the world]~~.
- ~~(7) [(8)]~~ Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:
- (A) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present; and
- (B) ~~[(A)]~~ identify and explain ~~[clusters and]~~ patterns of settlement such as the location of towns and cities in Texas at different time periods. ~~[such as prior to the Texas Revolution, after the building of the railroads, and following World War II;]~~
- ~~[(B) describe and explain the location and distribution of various towns and cities in Texas, past and present; and]~~
- ~~[(C) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.]~~
- ~~(8) [(9)]~~ Geography. The student understands how people adapt to and modify their environment. The student is expected to:
- (A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams;
- (B) explain ~~[identify]~~ reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities; and
- (C) compare the positive and negative consequences of human modification of the environment in Texas, past and present ~~[, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality]~~.
- ~~(9) [(10)]~~ Economics. The student understands the basic economic activities of early societies in Texas ~~[and North America]~~. The student is expected to:

- (A) explain the economic activities various early American Indian groups in Texas [~~and North America~~] used to meet their needs and wants such as farming, trading, and hunting; and
- (B) explain the economic activities early settlers [~~immigrants~~] to Texas used to meet their needs and wants.
- (10) [~~(11)~~] Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:
- (A) describe how the free enterprise system works, including supply and demand;
- (B) identify examples of the benefits of the free enterprise system such as choice and opportunity; and
- (C) [~~(A)~~] describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom. [;]
- [~~(B)~~] describe how the free enterprise system works, including supply and demand; and
- [~~(C)~~] give examples of the benefits of the free enterprise system such as choice and opportunity.]
- (11) [~~(12)~~] Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:
- (A) identify [~~explain~~] how people in different regions of Texas earn their living, past and present [~~, through a subsistence economy and providing goods and services~~] ;
- (B) explain how physical geographic factors such as climate [~~, transportation,~~] and natural resources have influenced the location of economic activities in Texas;
- (C) identify [~~analyze~~] the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas; and
- [~~(D)~~] describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;]
- (D) [~~(E)~~] explain how developments in transportation and communication have influenced economic activities in Texas . [; and]
- [~~(F)~~] explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.]
- [~~(13)~~] Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:
- [~~(A)~~] identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world;]
- [~~(B)~~] identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world; and]
- [~~(C)~~] explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.]
- (12) [~~(14)~~] Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:
- (A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves; and
- (B) [~~identify and~~] compare characteristics of the Spanish colonial government and the early Mexican governments in [~~and their influence on inhabitants of~~] Texas.

- (13) ~~(15)~~ Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:
- (A) identify the purposes and explain the importance of the Texas Declaration of Independence and ¹ the Texas Constitution ~~and other documents such as the Meusebach-Comanche Treaty~~ ;
 - (B) identify and explain the basic functions of the three branches of government according to the Texas Constitution; and
 - (C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).
- (14) ~~(16)~~ Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:
- (A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument ~~the Alamo, and various missions~~ ;
 - (B) sing or recite "Texas, Our Texas";
 - (C) recite and explain the meaning of the Pledge to the Texas Flag; and
 - (D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.
- (15) ~~(17)~~ Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:
- (A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;
 - (B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as ~~holding public officials to their word,~~ writing letters ¹ and participating in historic preservation and service projects;
 - (C) explain the duty of the individual in state and local elections such as being informed and voting;
 - (D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, ~~Sam Rayburn,~~ Henry B. González, ~~James A. Baker III,~~ Wallace Jefferson, and other local individuals; and
 - (E) explain how to contact elected and appointed leaders in state and local governments.
- (16) ~~(18)~~ Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
- (A) identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States; and
 - (B) identify leadership qualities of state and local leaders, past and present.
- (17) ~~(19)~~ Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas culture . The student is expected to:
- ~~(A) identify the similarities and differences among various racial, ethnic, and religious groups in Texas;~~
- (A) ~~(B)~~ identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio; and

- (B) ~~(C)~~ summarize the contributions of artists ~~[people]~~ of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.
- (18) ~~(20)~~ Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:
- (A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions; and
- (B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas . ~~;~~ and
- ~~[(C) — predict how future scientific discoveries and technological innovations might affect life in Texas.]~~
- (19) ~~(21)~~ Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including [electronic] technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as technology ~~[computer software]~~ ; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about ~~[the United States and]~~ Texas;
- (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and
- (D) identify different points of view about an issue, topic, historical event, or current event . ~~;~~ and
- ~~[(E) — use appropriate mathematical skills to interpret social studies information such as maps and graphs.]~~
- ~~(20) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:~~
- ~~(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and~~
- ~~(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.~~
- (21) ~~(22)~~ Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
- (B) incorporate main and supporting ideas in verbal and written communication;
- (C) express ideas orally based on research and experiences; and
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies . ~~;~~ and
- ~~[(E) — use standard grammar, spelling, sentence structure, and punctuation.]~~
- (22) ~~(23)~~ Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[, in a variety of settings]~~ . The student is expected to ~~;~~

- ~~[(A)]~~ use ~~[a]~~ problem-solving and decision-making processes ~~[process]~~ to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution ~~. [;and]~~
- ~~[(B)]~~ ~~use a decision making process to identify a situation that requires a decision. gather information, identify options, predict consequences, and take action to implement a decision.]~~

§113.16. Social Studies, Grade 5, Adopted 2018 [Beginning with School Year 2011-2012] .

(a) Introduction.

- (1) In Grade 5, students survey the history of the United States from 1565 to the present. Historical content includes the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries. Students study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students study the fundamental rights guaranteed in the Bill of Rights. Students examine the importance of effective leadership in a constitutional republic and identify important leaders in the national government. Students recite and explain the meaning of the Pledge of Allegiance to the United States Flag. Students describe the cultural impact of various racial, ethnic, and religious groups in the nation and identify the accomplishments of notable individuals in the fields of science and technology. Students explain symbols, traditions, and landmarks that represent American beliefs and principles. Students use critical-thinking skills to sequence, categorize, and summarize information and to draw inferences and conclusions.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

- (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
- (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands the reasons for and the role of key people in the ~~causes and effects of~~ European colonization of North America ~~in the United States~~ beginning in 1565, the founding of St. Augustine. The student is expected to:
- (A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain; and
- (B) describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, ~~John Wise,~~ and Roger Williams.
- (2) History. The student understands how conflict between the American colonies and Great Britain led to American independence and the formation of the United States . The student is expected to:
- (A) ~~identify and~~ analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party;
- (B) identify the Founding Fathers and Patriot heroes, including John Adams, ~~Samuel Adams,~~ Benjamin Franklin, ~~Nathan Hale,~~ Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and
- (C) summarize the results of the American Revolution, including the establishment of the United States ~~and the development of the U.S. military~~ .
- (3) History. The student understands the significant individuals who contributed ~~events that led from the Articles of Confederation~~ to the creation of the U.S. Constitution and the government it established. The student is expected to [;]
- ~~(A)~~ identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation; and
- ~~(B)~~ identify the contributions of Founding Fathers ~~individuals, including~~ James Madison [;] and ~~others such as~~ George Mason [~~Charles Pinckney, and Roger Sherman~~] who helped create the U.S. Constitution.
- (4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:

- (A) describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing ;
- (B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;
- ~~[(C) identify reasons people moved west.]~~
- (C) ~~[(D)]~~ identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;
- (D) ~~[(E)]~~ identify the central role of the expansion of slavery in causing ~~[causes of]~~ the Civil War and other contributing factors , including sectionalism and ~~[s]~~ states' rights, ~~[and slavery,]~~ and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution; and
- ~~[(F) explain how industry and the mechanization of agriculture changed the American way of life; and]~~
- (E) ~~[(G)]~~ identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad .
- (5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:
- (A) explain the significance of ~~[analyze various]~~ issues and events of the 20th century such as industrialization, urbanization, ~~[increased use of oil and gas,]~~ the Great Depression, the world wars, the civil rights movement, and military actions;
- (B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and
- (C) identify the accomplishments and contributions of individuals and groups such as ~~[Jane Addams,]~~ Susan B. Anthony, ~~[Dwight Eisenhower,]~~ Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, ~~[Colin Powell,]~~ the Tuskegee Airmen, and the 442nd Regimental Combat Team ~~[who have made contributions to society]~~ in the areas of civil rights, women's rights, military actions, and politics.
- ~~[(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:]~~
- ~~[(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and]~~
- ~~[(B) translate geographic data into a variety of formats such as raw data to graphs and maps.]~~
- (6) ~~[(7)]~~ Geography. The student understands places and ~~[the concept of]~~ regions in the United States. The student is expected to:
- (A) describe political and economic ~~[a variety of]~~ regions in the United States ~~[such as political, population, and economic regions]~~ that result from patterns of human activity;
- (B) describe ~~[a variety of]~~ regions in the United States based on physical characteristics such as landform, climate, and vegetation ~~[regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains]~~ ;
- (C) locate on a map important political features such as the five ~~[ten]~~ largest cities by population ~~[urban areas]~~ in the United States and ~~[s]~~ the 50 states ~~[and their capitals, and regions such as the Northeast, the Midwest, and the Southwest]~~ ; and

- (D) create [~~locate on~~] a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains [~~Mississippi River, and Great Plains~~].
- (7) [~~(8)~~] Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:
- (A) identify and describe the patterns [~~types~~] of settlement such as rural, urban, and suburban [~~and patterns of land use in the United States~~];
 - (B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States [~~past and present~~]; and
 - (C) analyze the geographic factors that influence [~~reasons for~~] the location of the five largest urban areas [~~cities~~] in the United States [~~including capital cities~~] and explain their distribution [~~past and present~~].
- (8) [~~(9)~~] Geography. The student understands how people adapt to and modify their environment. The student is expected to:
- (A) describe how and why people have adapted to and modified their environment in the United States [~~past and present~~] such as the use of human resources to meet basic needs; and
 - (B) analyze the positive and negative consequences of human modification of the environment in the United States [~~past and present~~].
- (9) [~~(10)~~] Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:
- (A) explain the economic patterns of early European colonies [~~colonists~~]; and
 - (B) identify major industries of colonial America such as shipbuilding and growing of cash crops.
- (10) [~~(11)~~] Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:
- (A) identify [~~describe~~] the development of the free enterprise system in colonial America and the United States;
 - (B) describe how the free enterprise system works in the United States; and
 - (C) give examples of the benefits of the free enterprise system in the United States.
- (11) [~~(12)~~] Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:
- (A) explain how supply and demand affects consumers in the United States; and
 - (B) evaluate the effects of supply and demand on [~~business~~] industry [~~and~~] agriculture, including the plantation system, in the United States.
- (12) [~~(13)~~] Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:
- (A) compare how people in different regions [~~parts~~] of the United States earn a living, past and present;
 - (B) identify and explain how geographic factors have influenced the location of economic activities in the United States;
 - (C) analyze the effects of immigration and [~~and~~] migration [~~and limited resources~~] on the economic development and growth of the United States; and

- (D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States ; ~~[; and]~~
- ~~[(E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.]~~
- (13) ~~[(14)]~~ Government. The student understands the organization of governments in colonial America. The student is expected to:
- (A) ~~[identify and]~~ compare the systems of government of early European colonists, including representative government and monarchy; and
- (B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.
- (14) ~~[(15)]~~ Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:
- (A) ~~explain~~ ~~[identify]~~ the ~~purposes~~, key elements , and ~~[the purposes and explain]~~ the importance of the Declaration of Independence;
- (B) explain the purposes of the U.S. Constitution as identified in the Preamble; and
- (C) explain the reasons for the creation of the Bill of Rights and its importance.
- (15) ~~[(16)]~~ Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:
- (A) identify and explain the basic functions of the three branches of government;
- (B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and
- (C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.
- (16) ~~[(17)]~~ Citizenship. The student understands important symbols ~~and~~ [;] customs ~~[; celebrations, and landmarks]~~ that represent American beliefs and principles ~~that~~ ~~[and]~~ contribute to our national identity. The student is expected to:
- (A) explain various patriotic symbols, including Uncle Sam ; [;] ~~national celebrations such as Labor Day; important landmarks such as the White House and Mount Rushmore;~~ and political symbols such as the donkey and elephant;
- (B) sing or recite "The Star-Spangled Banner" and explain its history;
- (C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag; ~~and~~
- ~~[(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day; and]~~
- ~~[(E)]~~ explain the significance of ~~[important landmarks, including]~~ the White House ~~and~~ [;] the Statue of Liberty ~~[; and Mount Rushmore]~~ .
- (17) ~~[(18)]~~ Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:
- (A) explain ~~why individuals have a~~ ~~[the]~~ duty ~~[individuals have]~~ to participate in civic affairs at the local, state, and national levels; and
- (B) explain how to contact elected and appointed leaders in local, state, and national governments.
- (18) ~~[(19)]~~ Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

- ~~[(A) explain the contributions of the Founding Fathers to the development of the national government;]~~
- (A) ~~[(B)]~~ identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and
- (B) ~~[(C)]~~ identify ~~[and compare]~~ leadership qualities of national leaders, past and present.
- (19) ~~[(20)]~~ Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights ~~[and other amendments to the U.S. Constitution]~~. The student is expected to [;]
- ~~[(A)]~~ describe the fundamental rights guaranteed ~~[by each amendment]~~ in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney. ~~[;and]~~
- ~~[(B) describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.]~~
- (20) ~~[(21)]~~ Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- (A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting *American Progress*, "Yankee Doodle," and "Paul Revere's Ride"; and
- (B) explain how examples of art, music, and literature reflect the times during which they were created.
- (21) ~~[(22)]~~ Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture. The student is expected to:
- ~~[(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States;]~~
- (A) ~~[(B)]~~ describe customs and traditions of various racial, ethnic, and religious groups in the United States; and
- (B) ~~[(C)]~~ summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.
- (22) ~~[(23)]~~ Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:
- (A) identify the accomplishments of notable individuals in the fields of science and technology such as ~~[;including]~~ Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong;
- (B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program; and
- (C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States. ~~[;and]~~
- ~~[(D) predict how future scientific discoveries and technological innovations could affect society in the United States.]~~
- (23) ~~[(24)]~~ Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including [electronic] technology. The student is expected to:

- (A) differentiate between, locate, and use valid primary and secondary sources such as technology [~~computer software~~]; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;
 - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
 - (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
 - (D) identify different points of view about an issue, topic, historical event, or current event; and
 - (E) identify the historical context of an event.
- (24) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and
 - (B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
- (25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
 - (B) incorporate main and supporting ideas in verbal and written communication;
 - (C) express ideas orally based on research and experiences; and
 - (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies . [~~;~~and]
 - ~~[(E) use standard grammar, spelling, sentence structure, and punctuation.]~~
- (26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others [~~;~~in a variety of settings] . The student is expected to [~~;~~]
- ~~[(A) use [a] problem-solving and decision-making processes [process] to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . [~~;~~and]~~
 - ~~[(B) use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

Subchapter B. Middle School

§113.17. Implementation of Texas Essential Knowledge and Skills for Social Studies, Middle School, Adopted 2018 [~~Beginning with School Year 2011-2012~~].

The provisions of §§113.18-113.20 of this subchapter shall be implemented by school districts beginning with the 2019-2020 [~~2011-2012~~] school year.

§113.18. Social Studies, Grade 6, Adopted 2018 [~~Beginning with School Year 2011-2012~~].

(a) Introduction.

- (1) In Grade 6, students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, art galleries, and historical sites.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence

must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

- (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
 - (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands that historical events influence contemporary events. The student is expected to:
 - (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as ~~[invasion, conquests,]~~ colonization, immigration, and trade; and
 - (B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.
 - (2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:
 - (A) identify and describe the historical influence of individuals or groups ~~[individual or group achievements]~~ on various ~~[historical or]~~ contemporary societies ~~[such as the classical-Greeks on government and the American Revolution on the French Revolution]~~ ; and
 - (B) describe ~~[evaluate]~~ the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.
 - ~~[(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:]~~
 - ~~[(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?]~~
 - ~~[(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases;]~~
 - ~~[(C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models; and]~~
 - ~~[(D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries.]~~
 - (3) ~~[(4)]~~ Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or ~~[and]~~ globes [and uses latitude and longitude to determine absolute locations] . The student is expected to:
 - ~~[(A) locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location;]~~
 - (A) ~~[(B)]~~ identify and explain the geographic factors responsible for patterns of population in places and regions;

- (B) ~~[(C)]~~ explain ways in which human migration influences the character of places and regions;
- (C) ~~[(D)]~~ identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and
- ~~[(E)] — draw sketch maps that illustrate various places and regions; and]~~
- (D) ~~[(F)]~~ identify the location of major world countries for each of the world regions [such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia] .
- (4) ~~[(5)]~~ Geography. The student understands how geographic factors influence the economic development and ~~;~~ political relationships ~~[and policies]~~ of societies. The student is expected to:
- (A) ~~[identify and]~~ explain the geographic factors responsible for the location of economic activities in places and regions; and
- (B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships. ~~[ability to control territory; and]~~
- ~~[(C)] — explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.]~~
- ~~[(6)] — Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to:]~~
- ~~[(A)] — describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface;]~~
- ~~[(B)] — identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber; and]~~
- ~~[(C)] — analyze the effects of the interaction of physical processes and the environment on humans.]~~
- (5) ~~[(7)]~~ Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:
- (A) describe ways people have been impacted by physical processes such as earthquakes and climate;
- (B) ~~[(A)]~~ identify and analyze ways people have adapted to the physical environment in various places and regions; and
- (C) ~~[(B)]~~ identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure ~~;~~ and]
- ~~[(C)] — describe ways in which technology influences human interactions with the environment such as humans building dams for flood control.]~~
- (6) ~~[(8)]~~ Economics. The student understands the factors of production in a society's economy. The student is expected to:
- (A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;
- (B) identify problems [and issues] that may arise when one or more of the factors of production is in relatively short supply; and
- (C) explain the impact of the distribution ~~[relative scarcity]~~ of resources on international trade and economic interdependence among and within societies.

- (7) ~~(9)~~ Economics. The student understands the various ways in which people organize economic systems. The student is expected to:
- (A) compare ways in which various societies organize the production and distribution of goods and services;
 - (B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and
 - (C) understand the importance of ~~[morality and]~~ ethics in maintaining a functional free enterprise system ~~~~and~~~~
 - ~~[(D) — examine the record of collective, non-free market economic systems in contemporary world societies.]~~
- (8) ~~(10)~~ Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:
- (A) define and give examples of agricultural, ~~[wholesale,]~~ retail, manufacturing (goods), and service industries; and
 - (B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy ~~~~and~~~~
 - ~~[(C) — identify and describe the effects of government regulation and taxation on economic development and business planning.]~~
- (9) ~~(11)~~ Government. The student understands the concepts of limited and unlimited governments. The student is expected to:
- (A) describe ~~[identify]~~ and compare ~~[describe]~~ examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);
 - ~~[(B) — compare the characteristics of limited and unlimited governments.]~~
 - (B) ~~[(C)]~~ identify reasons for limiting the power of government; and
 - (C) ~~[(D)]~~ identify and describe examples ~~[review the record]~~ of human rights abuses by ~~[of]~~ limited or unlimited governments such as the oppression of religious, ethnic, and political groups ~~[Christians in Sudan]~~ .
- (10) ~~(12)~~ Government. The student understands various ways in which people organize governments. The student is expected to:
- (A) identify and give examples of governments with rule by one, few, or many;
 - (B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and
 - (C) identify historical origins of democratic forms of government such as Ancient Greece.
- (11) ~~(13)~~ Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:
- (A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and
 - (B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies ~~~~and~~~~
 - ~~[(C) — compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and nonrepresentative governments.]~~
- (12) ~~(14)~~ Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:

- (A) identify and explain the duty of civic participation in societies with representative governments; and
- (B) explain relationships among rights, responsibilities, and duties in societies with representative governments.
- (13) ~~(15)~~ Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:
- ~~[(A) — define culture and the common traits that unify a culture region;]~~
- (A) ~~(B)~~ identify and describe common traits that define cultures and culture regions ;
- (B) ~~(C)~~ define a multicultural society [and consider both the positive and negative qualities of multiculturalism] ;
- (C) ~~(D)~~ analyze the experiences and [evaluate the] contributions of diverse groups to multicultural societies; and
- ~~[(E) — analyze the similarities and differences among various world societies; and]~~
- (D) ~~(E)~~ identify and explain examples of conflict and cooperation between and among cultures.
- (14) ~~(16)~~ Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:
- (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;
- (B) compare characteristics of institutions in various contemporary societies; and
- (C) analyze the efforts and activities institutions use to sustain themselves over time [such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions] .
- (15) ~~(17)~~ Culture. The student understands relationships that exist among world cultures. The student is expected to:
- (A) identify and describe means of cultural diffusion [how culture traits] such as trade, travel, and war [spread] ;
- (B) identify and describe factors that influence cultural change such as improvements in [improved] communication, transportation, and economic development;
- (C) analyze [evaluate] the impact of improved communication technology among cultures; and
- (D) identify [and define] the impact of cultural diffusion on individuals and world societies . ; and]
- ~~[(E) — identify examples of positive and negative effects of cultural diffusion;]~~
- (16) ~~(18)~~ Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:
- (A) explain the relationships that exist between societies and their architecture, art, music, and literature;
- ~~[(B) — relate ways in which contemporary expressions of culture have been influenced by the past;]~~
- (B) ~~(C)~~ describe ways in which contemporary issues influence creative expressions; and
- (C) ~~(D)~~ identify examples of art, music, and literature that [have transcended the boundaries of societies and] convey universal themes such as religion, justice, and the passage of time.

- (17) ~~(19)~~ Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:
- (A) explain the relationship among religious ideas, philosophical ideas, and cultures; and
 - (B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.
- (18) ~~(20)~~ Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:
- (A) identify ~~[give]~~ examples of scientific discoveries ~~, [and]~~ technological innovations, ~~and [including the roles of]~~ scientists and inventors ~~[;]~~ that have ~~[transcended the boundaries of societies and have]~~ shaped the world;
 - (B) explain how resources, ~~[belief systems,]~~ economic factors, and political decisions affect ~~[have affected]~~ the use of technology; and
 - (C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.
- (19) ~~(21)~~ Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including ~~[electronic]~~ technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as ~~[computer software; interviews; biographies;]~~ oral, print, and visual material ~~[;]~~ and artifacts to acquire information about various world cultures;
 - (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
 - (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and
 - (D) identify different points of view about an issue or current topic ~~, [;]~~
 - ~~(E) identify the elements of frame of reference that influenced participants in an event; and~~
 - ~~(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.]~~
- ~~(20) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:~~
- ~~(A) answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?;~~
 - ~~(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts;~~
 - ~~(C) compare various world regions and countries using data from maps, graphs, and charts; and~~
 - ~~(D) create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.~~
- (21) ~~(22)~~ Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;

- (B) incorporate main and supporting ideas in verbal and written communication based on research;
 - (C) express ideas orally based on research and experiences;
 - (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research; and
 - ~~[(E) use standard grammar, spelling, sentence structure, and punctuation; and]~~
 - (E) ~~[(E)]~~ use effective written communication skills, including proper citations to avoid plagiarism.
- (22) ~~[(23)]~~ Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[, in a variety of settings]~~. The student is expected to ~~[:]~~
- ~~[(A)]~~ use [a] problem-solving and decision-making processes [process] to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution ~~[, and]~~
 - ~~[(B)]~~ use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

§113.19. Social Studies, Grade 7, Adopted 2018 ~~[Beginning with School Year 2011-2012]~~.

(a) Introduction.

- (1) In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and images is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and

social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
 - (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
 - (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:
 - (A) identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing [~~why historians divide~~] the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights [~~and Conservatism~~]; and Contemporary Texas; and
 - ~~[(B) — apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and]~~
 - (B) [~~(C)~~] explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.
 - (2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:
 - (A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;

- (B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca ~~[and his writings]~~, the search for gold, and the conflicting territorial claims between France and Spain;
 - (C) identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damián Massanet, ~~[José de Escandón,]~~ Antonio Margil de Jesús, and Francisco Hidalgo;
 - (D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery;
 - (E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas; and
 - (F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.
- (3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:
- (A) describe the chain [trace the development] of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin;
 - (B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis; and
 - (C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales ; ~~[, William B. Travis's letter "To the People of Texas and All Americans in the World,"]~~ the siege of the Alamo , William B. Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse [all the heroic] defenders who gave their lives there ; ~~[;]~~ the Constitutional Convention of 1836 ; ~~[;]~~ Fannin's surrender at Goliad ; ~~[;]~~ and the Battle of San Jacinto . ~~[; and]~~
 - ~~[(D) explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas.]~~
- (4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:
- (A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones such as [, including] the Texas Navy, the Texas Rangers, ~~[Edwin W. Moore,]~~ Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, slavery [public debt] , and the roles of racial and ethnic groups;
 - (B) analyze the causes of and events leading to Texas annexation such as security and public debt ; and
 - (C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, slavery [population growth] , and the Compromise of 1850.
- (5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:
- (A) explain the central role the expansion of slavery played in [reasons for] the involvement of Texas in the Civil War [such as states' rights, slavery, sectionalism, and tariffs] ;

- (B) identify significant events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch; and
- (C) ~~[(B)]~~ discuss [analyze] the political, economic, and social effects of the Civil War and Reconstruction in Texas . [; and]
- ~~[(C)]~~ identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch.]
- (6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:
- (A) identify significant individuals, events, and issues ~~[from Reconstruction through the beginning of the 20th century]~~ , including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker;
- (B) identify significant individuals, events, and issues ~~[from Reconstruction through the beginning of the 20th century]~~ , including the development of the cattle industry from its Spanish beginnings and the ~~[myths and realities of the]~~ cowboy way of life;
- (C) identify significant individuals, events, and issues ~~[from Reconstruction through the beginning of the 20th century]~~ , including the effects of the growth of railroads and the contributions of James Hogg; and
- (D) explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.
- (7) History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th , and early 21st centuries. The student is expected to:
- (A) explain how [the political, economic, and social impact of] the oil industry led to [on] the industrialization of Texas;
- (B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology;
- (C) describe and compare the impact of ~~[the Progressive and other]~~ reform movements in Texas in the 19th and 20th centuries such as progressivism, populism [the Populists] , women's suffrage, agrarianism [agrarian groups] , labor reform [unions] , and the conservative [evangelical] movement of the late 20th century;
- (D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as [; including] James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White; and
- (E) analyze the political, economic, and social impact of ~~[major events, including]~~ World War I, the Great Depression, ~~[and]~~ World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas . [; and]
- ~~[(F)]~~ analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two party system, political and economic controversies, immigration, and migration.]
- ~~[(8)]~~ Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- ~~[(A)]~~ create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries; and]

~~(B) — analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.~~

(8) ~~(9)~~ Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:

- (A) locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions ~~[and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest]~~ ;
- (B) locate and compare places ~~[and regions]~~ of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest ; and
- (C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.

(9) ~~(10)~~ Geography. The student understands the effects of the interaction between humans and the environment in Texas ~~[during the 19th, 20th, and 21st centuries]~~ . The student is expected to:

- (A) identify ways in which Texans have adapted to and modified the environment and explain [analyze] the positive and negative consequences of the modifications; and
- (B) explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.

(10) ~~(11)~~ Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:

- (A) identify [analyze] why immigrant groups came to Texas and where they settled;
- (B) describe [analyze] how immigration and migration to Texas ~~[in the 19th, 20th, and 21st centuries]~~ have influenced Texas;
- (C) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution; and
- (D) ~~(C)~~ analyze the effects of the changing population distribution and growth in Texas ~~[during the 20th and 21st centuries]~~ and the additional need for education, health care, and transportation . ~~[: and]~~

~~(D) — describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.~~

(11) ~~(12)~~ Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:

- (A) explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing ; and

~~(B) — trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing; and]~~

- (B) ~~(C)~~ explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.

(12) ~~(13)~~ Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:

- (A) explain [analyze] the impact of national and international markets ~~[and events]~~ on the production of goods and services in Texas , including [such as] agriculture and [;] oil and gas ~~[, and computer technology]~~ ;

- (B) explain ~~[analyze]~~ the impact of economic concepts within the free enterprise system such as supply and demand, profit, ~~[government regulation]~~ and world competition on the economy of Texas; and
- (C) analyze the impact of significant industries in Texas such as ~~[oil and gas]~~ aerospace, medical, and computer technologies on local, national, and international markets.
- (13) ~~(14)~~ Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:
- (A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and
- (B) compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.
- (14) ~~(15)~~ Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:
- (A) describe the structure and functions of government at municipal, county, and state levels; and
- (B) identify major sources of revenue for state and local governments such as property taxes ~~[tax]~~ , sales taxes ~~[tax]~~ , bonds, and fees . ~~[; and]~~
- ~~[(C) describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers.]~~
- (15) ~~(16)~~ Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:
- (A) explain ~~[identify]~~ rights of Texas citizens; and
- (B) explain ~~[and analyze]~~ civic responsibilities of Texas citizens and the importance of civic participation.
- (16) ~~(17)~~ Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:
- (A) identify different points of view of political parties and interest groups on important Texas issues, past and present; and
- (B) describe the importance of free speech and press in a democratic society . ~~[; and]~~
- ~~[(C) express and defend a point of view on an issue of historical or contemporary interest in Texas.]~~
- (17) ~~(18)~~ Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:
- (A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States; and
- (B) identify the contributions of Texas leaders such as ~~[; including]~~ Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.
- (18) ~~(19)~~ Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:
- (A) explain how the diversity of Texas is reflected in a variety of cultural activities and ~~[;]~~ celebrations ~~[; and performances]~~ ;

- (B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;
- (C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and
- (D) identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.

(19) ~~(20)~~ Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:

- (A) compare types and uses of technology, past and present;
- (B) identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.;
- (C) analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries;
- (D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land; and
- (E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.

(20) ~~(21)~~ Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including ~~[electronic]~~ technology. The student is expected to:

- (A) differentiate between, locate, and use valid primary and secondary sources such as ~~[computer software, databases,]~~ media and news services, biographies, interviews, and artifacts to acquire information about Texas;
- (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- (D) identify bias and points of view from the historical context surrounding an event ~~[and the frame of reference]~~ that influenced the participants;
- (E) support a point of view on a social studies issue or event; and
- ~~[(F) — identify bias in written, oral, and visual material;]~~
- ~~[(G)]~~ evaluate the validity of a source based on ~~[language,]~~ corroboration with other sources ~~[; and]~~ and information about the author ~~;~~ and
- ~~[(H) — use appropriate mathematical skills to interpret social studies information such as maps and graphs.]~~

(21) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

- (A) create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries; and

- (B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.
- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
- (B) use effective written communication skills, including proper citations and avoiding plagiarism; and
- ~~[(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;]~~
- ~~[(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and]~~
- (C) ~~[(D)]~~ create written, oral, and visual presentations of social studies information.
- (23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[in a variety of settings]~~. The student is expected to ~~[:]~~
- ~~[(A)]~~ use ~~[a]~~ problem-solving and decision-making processes ~~[process]~~ to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution ~~and~~
- ~~[(B) use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

§113.20. Social Studies, Grade 8, Adopted 2018 ~~[Beginning with School Year 2011-2012]~~.

(a) Introduction.

- (1) In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills in subsection (b) of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history from Reconstruction to the present, is provided in §113.41 of this title (relating to United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012). The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution and the Declaration of Independence, landmark cases of the U.S. Supreme Court, biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
- (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
- (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:
- (A) identify the major eras ~~[and events]~~ in U.S. history through 1877, including colonization, revolution, ~~[drafting of the Declaration of Independence,]~~ creation and ratification of the Constitution, ~~[religious revivals such as the Second Great Awakening,]~~ early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and
- ~~[(B) — apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and]~~

- (B) ~~[(C)]~~ explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.
- (2) History. The student understands the causes of exploration and colonization eras. The student is expected to:
- (A) identify reasons for English, Spanish, and French ~~[European]~~ exploration and colonization of North America; and
- (B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.
- (3) History. The student understands the foundations of representative government in the United States. The student is expected to:
- (A) explain the reasons for the growth of representative government and institutions during the colonial period; and
- (B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government . ~~[:and]~~
- ~~[(C) describe how religion and virtue contributed to the growth of representative government in the American colonies.]~~
- (4) History. The student understands significant political and economic issues of the revolutionary and Constitutional eras ~~[era]~~ . The student is expected to:
- (A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;
- (B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, ~~[Wentworth Cheswell,]~~ Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, ~~[Bernardo de Gálvez,]~~ Crispus Attucks, King George III, ~~[Haym Salomon,]~~ Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;
- (C) explain the issues surrounding important events of the American Revolution, including declaring independence; ~~[writing the Articles of Confederation;]~~ fighting the battles of Lexington and ~~[:]~~ Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783; and
- (D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise . ~~[:and]~~
- ~~[(E) analyze the arguments for and against ratification.]~~
- (5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:
- (A) describe major domestic problems faced by the leaders of the new republic , including ~~[such as]~~ maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government;
- (B) summarize arguments regarding protective tariffs, taxation, and the banking system;
- (C) explain the origin and development of American political parties;
- (D) explain the causes, important events, and effects of the War of 1812;
- (E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;

- (F) explain the impact of the election of Andrew Jackson, including expanded suffrage; and
 - (G) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.
- (6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:
- (A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;
 - ~~[(B) explain the political, economic, and social roots of Manifest Destiny;]~~
 - ~~[(B) [(C)] analyze [the relationship between the concept of Manifest Destiny and] the westward growth of the nation , including the Louisiana Purchase and Manifest Destiny ; and~~
 - ~~[(C) [(D)] explain the causes and effects of the U.S.-Mexican War and their impact on the United States ; [and]~~
 - ~~[(E) identify areas that were acquired to form the United States, including the Louisiana Purchase.]~~
- (7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:
- (A) analyze the impact of tariff policies on sections of the United States before the Civil War;
 - (B) compare the effects of political, economic, and social factors on slaves and free blacks;
 - (C) analyze the impact of slavery on different sections of the United States; and
 - (D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster.
- (8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:
- (A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar;
 - ~~[(B) explain the causes of the Civil War, particularly the central role of the expansion of slavery and other contributing factors, including sectionalism and [] states' rights [and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln] ; [and]~~
 - ~~[(C) explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and~~
 - ~~[(D) [(E)] analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.~~
- (9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:
- (A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;

- (B) explain ~~[evaluate]~~ the impact of the election of African Americans from the South such as Hiram Rhodes Revels; and
- (C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups . ~~[;and]~~
- ~~[(D) — identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act.]~~
- (10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:
- (A) locate places and regions directly related to major eras and turning points ~~[of importance]~~ in the United States during the 17th, 18th, and 19th centuries;
- (B) compare places and regions of the United States in terms of physical and human characteristics; and
- (C) analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical ~~[and contemporary]~~ events in the United States.
- (11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:
- (A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States ~~[during the 17th, 18th, and 19th centuries]~~ ; and
- (B) describe the positive and negative consequences of human modification of the physical environment of the United States . ~~[;and]~~
- ~~[(C) — describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries.]~~
- (12) Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877 . The student is expected to:
- (A) identify economic differences among different regions of the United States;
- (B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; and
- ~~[(C) — explain the reasons for the increase in factories and urbanization; and]~~
- ~~[(D)]~~ (C) analyze the causes and effects of economic differences among different regions of the United States at selected times ~~[in U.S. history]~~ .
- (13) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:
- (A) analyze the economic effects of the War of 1812 ~~[as a cause of economic changes in the nation]~~ ; and
- (B) identify the economic factors that brought about rapid industrialization and urbanization.
- (14) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:
- (A) explain why a free enterprise system of economics developed in the new nation, including minimal government regulation ~~[intrusion]~~ , taxation, and property rights; and
- (B) describe the characteristics and the benefits of the U.S. free enterprise system through 1877 ~~[during the 18th and 19th centuries]~~ .

- (15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:
- (A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, ~~[and selected Anti-Federalist writings]~~ on the U.S. system of government;
 - (B) summarize the strengths and weaknesses of the Articles of Confederation;
 - (C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights; ~~[and]~~
 - (D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights ; and []
 - (E) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America.
- (16) Government. The student understands the purpose ~~[process]~~ of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:
- (A) summarize the purposes for ~~[and process of]~~ amending the U.S. Constitution; and
 - (B) describe the impact of ~~[19th century amendments, including]~~ the 13th, 14th, and 15th amendments ~~[on life in the United States]~~ .
- (17) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:
- (A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and
 - (B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.
- (18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:
- (A) identify the origin of judicial review ~~[and analyze examples of congressional and presidential responses]~~ ;
 - (B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden; and
 - (C) evaluate the impact of ~~[selected]~~ landmark Supreme Court decision ~~[decisions, including]~~ Dred Scott v. Sandford [] on life in the United States.
- (19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:
- (A) define and give examples of unalienable rights;
 - (B) summarize rights guaranteed in the Bill of Rights; and
 - ~~[(C) explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family;]~~
 - ~~(C) [(D)]~~ identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries . []
 - ~~[(E) summarize the criteria and explain the process for becoming a naturalized citizen of the United States; and]~~

- ~~[(F) explain how the rights and responsibilities of U.S. citizens reflect our national identity.]~~
- (20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:
- ~~[(A) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America;]~~
- (A) ~~[(B)]~~ evaluate the contributions of the Founding Fathers as models of civic virtue; and
- (B) ~~[(C)]~~ analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.
- (21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:
- (A) identify different points of view of political parties and interest groups on important historical ~~[and contemporary]~~ issues;
- (B) describe the importance of free speech and press in a constitutional republic; and
- (C) summarize ~~[a]~~ historical events ~~[event]~~ in which compromise resulted in a peaceful resolution such as the Missouri Compromise, the Compromise of 1850, and Kansas-Nebraska Act .
- (22) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
- (A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and
- (B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, ~~[James Monroe, Stonewall Jackson,]~~ Susan B. Anthony, and Elizabeth Cady Stanton.
- (23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:
- (A) identify ~~[selected]~~ racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;
- (B) explain how ~~[the relationship between]~~ urbanization contributed to ~~[and]~~ conflicts resulting from differences in religion, social class, and political beliefs;
- (C) identify ways conflicts between people from various racial, ethnic, and religious groups were addressed ~~[resolved]~~ ;
- (D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and
- (E) identify the political, social, and economic contributions of women to American society.
- (24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:
- (A) describe and evaluate the historical development of the abolitionist movement; and
- (B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, ~~[abolition,]~~ the labor reform movement, and care of the disabled.
- (25) Culture. The student understands the impact of religion on the American way of life. The student is expected to:

- (A) trace the development of religious freedom in the United States;
 - (B) describe religious influences ~~[motivation for immigration and influence]~~ on social movements, including the impact of the first and second Great Awakenings; and
 - (C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.
- (26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- ~~[(A) describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism, and other cultural activities in the history of the United States;]~~
- (A) ~~[(B)]~~ identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists and transcendental literature ; and
 - (B) ~~[(C)]~~ analyze the relationship between the [fine] arts and continuity and change in the American way of life.
- (27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:
- (A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts;
- ~~[(B) analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States;]~~
- (B) ~~[(C)]~~ analyze how technological innovations changed the way goods were manufactured and distributed [marketed] , nationally and internationally; and
 - (C) ~~[(D)]~~ analyze [explain] how technological innovations brought about economic growth such as the development of [how] the factory system [contributed to rapid industrialization] and the construction of the Transcontinental Railroad [led to the opening of the west] .
- (28) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:
- (A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and
 - (B) identify examples of how industrialization changed life in the United States.
- (29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including [electronic] technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as ~~[computer software, databases,]~~ media and news services, biographies, interviews, and artifacts to acquire information about the United States;
 - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
 - (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
 - (D) identify bias and points of view from the historical context surrounding an event ~~[and the frame of reference]~~ which influenced the participants;

- (E) support a point of view on a social studies issue or event;
- ~~[(F) identify bias in written, oral, and visual material;]~~
- (F) ~~[(G)]~~ evaluate the validity of a source based on [language,] corroboration with other sources [] and information about the author;
- ~~[(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs;]~~
- (G) ~~[(H)]~~ create a visual representation of historical information such as thematic maps, graphs, and charts ~~[, models, and databases]~~ representing various aspects of the United States; and
- (H) ~~[(J)]~~ pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts ~~[, models, and databases]~~ .
- (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
- ~~(B) use effective written communication skills, including proper citations and avoiding plagiarism; and~~
- ~~[(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;]~~
- ~~[(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and]~~
- (C) ~~[(D)]~~ create written, oral, and visual presentations of social studies information.
- (31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[, in a variety of settings]~~ . The student is expected to []
- ~~[(A)]~~ use [a] problem-solving and decision-making processes [process] to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution ~~[, and]~~
- ~~[(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

Subchapter C. High School

§113.30. Implementation of Texas Essential Knowledge and Skills for Social Studies, High School, Adopted 2018.

- (a) The provisions of §113.31 and §§113.41-113.44 of this subchapter shall be implemented by school districts beginning with the 2019-2020 school year.
- (b) The provisions of §§113.45-113.48 of this subchapter shall be implemented by school districts beginning with the 2011-2012 school year.

§113.31. Economics with Emphasis on the Free Enterprise System and Its Benefits, High School (One-Half Credit), Adopted 2018.

- (a) General requirements. This course will be taught in the social studies department and is recommended to be taught in Grade 12.
- (b) Introduction.
 - (1) Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.
 - (2) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
 - (3) Economics with Emphasis on the Free Enterprise System and Its Benefits builds upon the foundation in economics and social studies laid by the social studies essential knowledge and skills in Kindergarten-Grade 12. The course will apply these skills to current economic situations. The content enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
 - (4) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (5) As referenced in House Bill 492, an act of the Texas Legislature signed into law in 2005, the concepts of personal financial literacy are to be mastered by students in order that they may become self-supporting adults who can make informed decisions relating to personal financial matters. These concepts are incorporated into the student expectations of Economics with Emphasis on the Free Enterprise System and Its Benefits: understanding interest, avoiding and eliminating credit card debt; understanding the rights and responsibilities of renting or buying a home; managing money to make the transition from renting a home to home ownership; starting a small business; being a prudent investor in the stock market and using other investment options; beginning a savings program and planning for retirement; bankruptcy; types of bank accounts available to consumers and benefits of maintaining a bank account; balancing a checkbook; types of loans available to consumers and becoming a low-risk borrower; understanding insurance; and charitable giving.
 - (6) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

- (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
- (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- (7) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
- (c) Knowledge and skills.
- (1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:
- (A) explain why scarcity and choice are basic economic problems faced by every society;
- (B) describe how societies answer the basic economic questions: what to produce, how to produce, and for whom to produce;
- (C) describe the economic factors of production: land, labor, capital, and entrepreneurship; and
- (D) interpret a production-possibilities curve and apply the concepts of opportunity costs and scarcity.
- (2) Economics. The student understands the interaction of supply, demand, and price. The student is expected to:
- (A) understand the effect of changes in price on the quantity demanded and quantity supplied;
- (B) identify the non-price determinants that create changes in supply and demand, which result in a new equilibrium price; and
- (C) interpret a supply-and-demand graph using supply-and-demand schedules.
- (3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:
- (A) apply the concepts of absolute and comparative advantages;
- (B) compare the effects of free trade and trade barriers on economic activities, including the benefits and costs of participating in international trade; and
- (C) analyze the effects of changes in exchange rates on imports and exports.
- (4) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:
- (A) explain the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government;

- (B) compare current and historic examples of the free enterprise system, socialism, and communism using the basic characteristics of economic systems; and
 - (C) analyze the contributions of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system.
- (5) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:
- (A) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth; and
 - (B) analyze recent changes in the basic characteristics, including private property, incentives, economic freedom, competition, and the limited role of government, of the U.S. economy.
- (6) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:
- (A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property; and
 - (B) identify and evaluate examples of restrictions that the government places on the use of business and individual property.
- (7) Economics. The student understands the circular-flow model of the economy. The student is expected to:
- (A) interpret the roles of resource owners and firms in a circular-flow model of the economy and provide real-world examples to illustrate elements of the model; and
 - (B) explain how government actions affect the circular-flow model.
- (8) Economics. The student understands types of market structures. The student is expected to:
- (A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly; and
 - (B) identify regulations that apply to the establishment and operation of various types of market structures.
- (9) Economics. The student understands key economic measurements. The student is expected to:
- (A) interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation; and
 - (B) analyze business cycles using key economic indicators.
- (10) Economics. The student understands key components of economic growth. The student is expected to:
- (A) analyze how productivity relates to growth;
 - (B) analyze how technology relates to growth; and
 - (C) analyze how trade relates to growth.
- (11) Economics. The student understands the role of money in an economy. The student is expected to:
- (A) describe the functions of money;
 - (B) describe the characteristics of money, including commodity money, fiat money, and representative money; and
 - (C) examine the positive and negative aspects of barter, currency, and debit cards.

- (12) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:
- (A) explain the structure of the Federal Reserve System;
 - (B) analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements, the discount rate and the federal funds rate target, and open-market operations;
 - (C) explain how the actions of the Federal Reserve System affect the nation's money supply; and
 - (D) analyze the decline in value of the U.S. dollar, including the abandonment of the gold standard.
- (13) Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:
- (A) describe the role of government in the U.S. free enterprise system and the changes in that role over time; and
 - (B) analyze the costs and benefits of U.S. economic policies, rules, and regulations related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency.
- (14) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:
- (A) identify types of taxes at the local, state, and national levels and the economic importance of each;
 - (B) explain the categories of revenues and expenditures in the U.S. federal budget; and
 - (C) analyze the impact of fiscal policy decisions on the economy.
- (15) Personal financial literacy. The student understands types of business ownership. The student is expected to:
- (A) explain the characteristics of sole proprietorships, partnerships, and corporations; and
 - (B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations.
- (16) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:
- (A) explain the functions of financial institutions and how they affect households and businesses;
 - (B) explain how the amount of savings in an economy is the basis of capital formation;
 - (C) analyze the role of interest and risk in allocating savings to its most productive use; and
 - (D) examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts.
- (17) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:
- (A) assess ways to be a wise investor in the stock market and in other personal investment options such as developing a personal retirement plan;
 - (B) explain how to begin a savings program;
 - (C) demonstrate how to maintain a checking account, including reconciling a bank statement;
 - (D) identify the types of loans available to consumers;

- (E) explain the responsibilities and obligations of borrowing money; and
 - (F) develop strategies to become a low-risk borrower by improving and understanding one's personal credit score.
- (18) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:
- (A) examine ways to avoid and eliminate credit card debt;
 - (B) evaluate the costs and benefits of declaring personal bankruptcy;
 - (C) evaluate the costs and benefits of buying insurance; and
 - (D) evaluate the costs and benefits of charitable giving.
- (19) Personal financial literacy. The student understands how to provide for basic needs while living within a budget. The student is expected to:
- (A) evaluate the costs and benefits of renting a home versus buying a home; and
 - (B) assess the financial aspects of making the transition from renting to home ownership.
- (20) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:
- (A) understand how to complete the Free Application for Federal Student Aid (FAFSA) provided by the United States Department of Education;
 - (B) research and evaluate various scholarship opportunities such as those from state governments, schools, employers, individuals, private companies, nonprofits, and professional organizations;
 - (C) analyze and compare student grant options;
 - (D) analyze and compare student loan options, including private and federal loans; and
 - (E) research and evaluate various work-study program opportunities.
- (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
- (A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
 - (B) create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues;
 - (C) explain a point of view on an economic issue;
 - (D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference; and
 - (E) evaluate economic data using charts, tables, graphs, and maps.
- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly; and
 - (B) create written, oral, and visual presentations of economic information using effective communication skills, including proper citations and avoiding plagiarism.
- (23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider

advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

§113.40. Implementation of Texas Essential Knowledge and Skills for Social Studies, High School, Beginning with School Year 2011-2012.

[The provisions of §§113.41-113.48 of this subchapter shall be implemented by school districts beginning with the 2011-2012 school year.]

§113.41. United States History Studies Since 1877 (One Credit), Adopted 2018 [Beginning with School Year 2011-2012].

- (a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.
- (b) Introduction.
 - (1) In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.
 - (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
 - (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
 - (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
 - (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
 - (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

- (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
- (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
- (c) Knowledge and skills.
- (1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:
- (A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights ~~[, and identify the full text of the first three paragraphs of the Declaration of Independence]~~ ;
- (B) analyze and evaluate the application of these founding principles to historical events in U.S. history; and
- (C) discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."
- ~~[(C) explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.]~~
- (2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:
- ~~[(A) identify the major characteristics that define an historical era:]~~
- (A) ~~[(B)]~~ identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; and
- ~~[(C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and]~~
- (B) ~~[(D)]~~ explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968 [1968-1969] (Martin Luther King Jr. assassination [and U.S. lands on the moon]), 1969 (U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).
- (3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:

- (A) analyze political issues such as Indian policies, the growth of political machines, and civil service reform [~~and the beginnings of Populism~~];
 - (B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth [~~rise~~] of entrepreneurship, [~~free enterprise~~], and the pros and cons of big business; and
 - (C) analyze social issues affecting women, minorities, children, immigrants, and urbanization . [~~the Social Gospel, and philanthropy of industrialists; and~~]
 - ~~[(D) describe the optimism of the many immigrants who sought a better life in America.]~~
- (4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:
- (A) explain why significant events, policies, and individuals , including [~~such as~~] the Spanish-American War, U.S. expansionism, [~~Henry Cabot Lodge~~], Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole [~~and missionaries~~] moved the United States into the position of a world power;
 - (B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;
 - (C) identify the causes of World War I and reasons for U.S. entry;
 - (D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing , including the Battle of Argonne Forest ;
 - (E) analyze the impact of [~~significant technological innovations in World War I such as~~] machine guns, airplanes, tanks, poison gas, and trench warfare as significant technological innovations in World War I [~~that resulted in the stalemate~~] on the Western Front; and
 - (F) analyze major issues [~~such as isolationism and neutrality~~] raised by U.S. involvement in World War I, including isolationism, neutrality, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles . [~~and~~]
 - ~~[(G) analyze significant events such as the Battle of Argonne Forest.]~~
- (5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:
- (A) analyze [~~evaluate~~] the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;
 - (B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W. E. B. DuBois on American society; and
 - (C) analyze [~~evaluate~~] the impact of third parties, including the Populist and Progressive parties.
- (6) History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to:
- (A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and
 - (B) analyze the impact of significant individuals such as [~~Clarence Darrow, William Jennings Bryan~~] Henry Ford, [~~Glenn Curtiss~~], Marcus Garvey, and Charles A. Lindbergh.
- (7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:

- (A) identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships ~~[and their aggression]~~ , especially the attack on Pearl Harbor;
- (B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies ~~[and domestic industry's rapid mobilization for the war effort]~~ ;
- ~~[(C) — analyze the function of the U.S. Office of War Information;]~~
- (C) ~~[(D)]~~ analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans as a result of ~~[and]~~ Executive Order 9066; and the development of ~~[conventional and]~~ atomic weapons;
- (D) ~~[(E)]~~ analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, [the U.S. military advancement through the Pacific Islands, the Bataan Death March,] the invasion of Normandy, ~~[fighting the war on multiple fronts,]~~ and the liberation of concentration camps;
- (E) ~~[(F)]~~ describe ~~[evaluate]~~ the military contributions of leaders during World War II, including ~~[Omar Bradley,]~~ Dwight Eisenhower, Douglas MacArthur, and Chester W. ~~[A.]~~ Nimitz ~~[George Marshall, and George Patton]~~ ; ~~[and]~~
- (F) ~~[(G)]~~ explain issues affecting the home front ~~[and how American patriotism inspired exceptional actions by citizens and military personnel]~~ , including ~~[high levels of military enlistment,]~~ volunteerism , ~~[;]~~ the purchase of war bonds , and ~~[;]~~ Victory Gardens ~~[; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers;]~~ and opportunities and obstacles for women and ethnic minorities ; and ~~[;]~~
- ~~[(G) — explain how American patriotism inspired high levels of military enlistment and the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers.]~~
- (8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:
- (A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, ~~[the North Atlantic Treaty Organization,]~~ the Berlin airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis;
- (B) describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), [the arms race, the space race,] McCarthyism, the arms race, and the space race ~~[and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers]~~ ;
- (C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;
- (D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;
- (E) analyze the major ~~[issues and]~~ events of the Vietnam War , including the escalation of forces, [such as] the Tet Offensive, ~~[the escalation of forces,]~~ Vietnamization, and the fall of Saigon; and
- (F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.
- (9) History. The student understands the impact of the American civil rights movement. The student is expected to:

- (A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments and responses to Jim Crow laws ;
- (B) describe the roles of political organizations that promoted ~~[civil rights, including ones from]~~ African American, Chicano, American Indian, and women's ~~[, and other]~~ civil rights movements ;
- (C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, ~~[Hector P. Garcia]~~ , and Betty Friedan;
- (D) compare and contrast the approach taken by ~~[some civil rights groups such as]~~ the Black Panthers with the nonviolent approach of Martin Luther King Jr.;
- (E) discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement;
- (F) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act [acts] of ~~[1957 and]~~ 1964, and the Voting Rights Act of 1965;
- (G) explain how ~~[describe the role of individuals such as governors]~~ George Wallace, Orval Faubus, and ~~[Lester Maddox and groups, including]~~ the Congressional bloc of southern Democrats ~~[, that]~~ sought to maintain the status quo;
- (H) evaluate changes [and events] in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and
- (I) describe how Sweatt v. Painter and ~~[litigation such as the landmark cases of]~~ Brown v. Board of Education ~~[, Mendez v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., Edgewood I.S.D. v. Kirby, and Sweatt v. Painter]~~ played a role in protecting the rights of the minority during the civil rights movement.
- (10) History. The student understands the impact of political, economic, and social factors in the U.S. ~~[role in the world]~~ from the 1970s through 1990. The student is expected to:
- (A) describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente;
- (B) describe Ronald Reagan's leadership in domestic and international policies, including Regan's economic policies [Reaganomics] and Peace Through Strength;
- ~~[(C) — compare the impact of energy on the American way of life over time;]~~
- (C) ~~[(D)]~~ describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair ~~[, Marines in Lebanon, and the Iran Hostage Crisis]~~ ;
- (D) ~~[(E)]~~ describe the causes and key organizations [and individuals] of the conservative resurgence of the 1980s such as ~~[and 1990s, including Phyllis Schlafly, the Contract with America,]~~ the Heritage Foundation and ~~[,]~~ the Moral Majority ~~[, and the National Rifle Association]~~ ; and
- (E) ~~[(F)]~~ describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic .
- (11) History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:
- (A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror;

- (B) identify significant social and political ~~[advocacy organizations, leaders, and]~~ issues such as health care, immigration, and education from different viewpoints across the political spectrum;
- ~~[(C) evaluate efforts by global organizations to undermine U.S. sovereignty through the use of treaties;]~~
- (C) ~~[(D)]~~ analyze the impact of third parties on the 1992 and 2000 presidential elections; and
- (D) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.
- ~~[(E) discuss the historical significance of the 2008 presidential election; and]~~
- ~~[(F) discuss the solvency of long-term entitlement programs such as Social Security and Medicare.]~~
- (12) Geography. The student understands the impact of geographic factors on major events. The student is expected to:
- (A) analyze the impact of physical and human geographic factors on ~~[the settlement of the Great Plains,]~~ the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina; and
- (B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.
- (13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:
- (A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and
- (B) analyze the causes and effects of changing demographic patterns resulting from ~~[legal and illegal]~~ immigration to the United States.
- (14) Geography. The student understands the relationship between population growth and ~~[modernization on]~~ the physical environment. The student is expected to:
- (A) identify the effects of population growth and distribution on the physical environment; and
- (B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act ~~[; and]~~
- ~~[(C) understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights.]~~
- (15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:
- (A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century;
- (B) describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act ~~[anti-trust acts]~~, ~~[the]~~ Interstate Commerce Act, and ~~[the]~~ Pure Food and Drug Act;
- (C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas; and

- (D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States ~~and~~
- ~~[(E) describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money.]~~
- (16) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:
- (A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies;
- (B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System;
- (C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of ~~European and~~ Mexican heritage ~~and others~~ ;
- (D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and
- (E) describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.
- (17) Economics. The student understands the economic effects of government policies from World War II through the present ~~and the Cold War~~ . The student is expected to:
- (A) describe the economic effects of World War II on the home front such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment;
- (B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business;
- (C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;
- (D) identify the actions and outcomes of government policies intended to create economic opportunities for citizens ~~and the private sector~~ such as the Great Society, affirmative action, and Title IX ~~[to create economic opportunities for citizens and analyze the unintended consequences of each]~~ ; and
- (E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).
- ~~[(18) Economics. The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century. The student is expected to:]~~
- ~~[(A) discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and]~~
- ~~[(B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.]~~
- (18) ~~(19)~~ Government. The student understands changes over time in the role of government. The student is expected to:

- (A) evaluate the impact of New Deal legislation on the historical roles of state and federal government;
 - (B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11;
 - (C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders; and
 - (D) discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009 . ~~;~~ and
 - ~~[(E) evaluate the pros and cons of U.S. participation in international organizations and treaties.]~~
- (19) ~~[(20)]~~ Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:
- (A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and
 - (B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.
- (20) ~~[(21)]~~ Government. The student understands the impact of constitutional issues on American society. The student is expected to:
- (A) analyze the effects of landmark U.S. Supreme Court decisions, including ~~[Brown v. Board of Education, and other U.S. Supreme Court decisions such as]~~ Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder ~~;~~ and ~~White v. Regester~~ ; and
 - (B) discuss historical reasons why landmark constitutional amendments have been proposed and ratified from 1877 to the present. ~~[the constitution has been amended; and]~~
 - ~~[(C) evaluate constitutional change in terms of strict construction versus judicial interpretation.]~~
- (21) ~~[(22)]~~ Citizenship. The student understands the concept of American exceptionalism as identified by Alexis de Tocqueville . The student is expected to:
- (A) discuss ~~[Alexis de Tocqueville's five]~~ values crucial to America's success as a constitutional republic , including ~~;~~ liberty, egalitarianism, individualism, populism, and laissez-faire; and
 - (B) describe how the American values ~~[identified by Alexis de Tocqueville]~~ are different and unique from those of other nations . ~~;~~ and
 - ~~[(C) describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self-evident truths.]~~
- (22) ~~[(23)]~~ Citizenship. The student understands efforts to expand the democratic process. The student is expected to:
- (A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;

- (B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924; ~~and~~
- (C) explain how participation in the democratic process reflects our national identity [ethos] , patriotism, and civic responsibility ; ~~and [as well as our progress to build a "more perfect union."]~~
- (D) summarize the criteria and explain the process for becoming a naturalized citizen of the United States.
- (23) ~~(24)~~ Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to ~~[]~~
- ~~[(A) — describe qualities of effective leadership; and]~~
- ~~[(B)]~~ evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, and [Barry Goldwater,] Sandra Day O'Connor ~~[-and Hillary Clinton]~~ .
- (24) ~~(25)~~ Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- (A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;
- (B) describe [both] the [positive and negative] impacts of [significant examples of] cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society; and
- ~~[(C) — identify the impact of popular American culture on the rest of the world over time; and]~~
- (C) ~~[(D)]~~ identify and analyze the global diffusion of American culture through [the-entertainment industry via] various media.
- (25) ~~(26)~~ Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:
- (A) explain actions taken by people to expand economic opportunities and political rights ~~[]~~ including those for racial, ethnic, gender, and religious groups [minorities as well as women,] in American society;
- (B) discuss the Americanization movement to assimilate immigrants and American Indians into American culture;
- (C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;
- (D) identify the [political, social, and economic] contributions of women such as Rosa Parks and [Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta,] Sonia Sotomayor ~~[-and Oprah Winfrey]~~ to American society; and
- ~~[(E) — discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust"; and]~~
- ~~[(E) [(F)]~~ discuss the importance of congressional Medal of Honor recipients ~~[]~~ including individuals of all races and genders such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez [Roy] Benavidez.
- (26) ~~(27)~~ Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to:

- (A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;
- (B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine [~~including vaccines~~]; and
- (C) describe the effect [~~understand the impact~~] of technological [~~and management~~] innovations [~~and their applications~~] in the workplace [~~and the resulting productivity enhancements for business and labor~~] such as assembly line manufacturing and [~~time study analysis,~~] robotics [~~computer management, and just in time inventory management~~].
- (27) [~~(28)~~] Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to:
- (A) analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system improve the standard of living in the United States, including changes [those] in transportation and communication [~~improve the standard of living in the United States~~];
- (B) explain how space technology and exploration improve the quality of life; and
- (C) describe [~~understand~~] how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.
- (28) [~~(29)~~] Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including [~~electronic~~] technology. The student is expected to:
- (A) analyze [~~use a variety of both~~] primary and secondary [~~valid~~] sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information [~~and~~] to [~~analyze and~~] answer historical questions;
- (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- ~~[(C) understand how historians interpret the past (historiography) and how their interpretations of history may change over time;]~~
- (C) [~~(D)~~] apply [~~use~~] the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;
- (D) [~~(E)~~] evaluate the validity of a source based on [~~language,~~] corroboration with other sources [~~and~~] and information about the author, including points of view, frames of reference, and historical context; and
- ~~[(F) identify bias in written, oral, and visual material;]~~
- (E) [~~(G)~~] identify bias and support with historical evidence a point of view on a social studies issue or event [~~and~~];
- ~~[(H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons;]~~
- (29) [~~(30)~~] Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism; and

- (B) use ~~correct~~ social studies terminology correctly. ~~[to explain historical concepts; and]~~
- ~~[(C) use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate.]~~
- (30) ~~[(31)]~~ Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) create a visual representation of historical information such as thematic maps, graphs, and charts ~~[representing various aspects of the United States]~~ ; and
- (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
- (31) ~~[(32)]~~ Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[in a variety of settings]~~ . The student is expected to ~~[2]~~
- ~~[(A)]~~ use ~~[a]~~ problem-solving and decision-making processes ~~[process]~~ to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution ~~[and]~~
- ~~[(B) use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

§113.42. World History Studies (One Credit), Adopted 2018 ~~[Beginning with School Year 2011-2012]~~ .

- (a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.
- (b) Introduction.
- (1) World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.
- (2) The following periodization should serve as the framework for the organization of this course: 8000 BC-500 BC (Development of River Valley Civilizations); 500 BC-AD 600 (Classical Era); 600-1450 (Post-classical Era); 1450-1750 (Connecting Hemispheres); 1750-1914 (Age of Revolutions); and 1914-present (20th Century to the Present). Specific events and processes may transcend these chronological boundaries.
- (3) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as state papers, legal documents, charters, constitutions, biographies, autobiographies, speeches, letters, literature, music, art, and architecture is encouraged. Motivating resources are available from museums, art galleries, and historical sites.
- (4) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection

(c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies.

- (5) A greater depth of understanding of complex content material can be attained by integrating social studies content and skills and by analyzing connections between and among historical periods and events. The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
 - (6) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
 - (7) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation, as referenced in the Texas Education Code (TEC), §28.002(h).
 - (8) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (9) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
 - (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
 - (10) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
- (c) Knowledge and skills.
- (1) History. The student understands traditional historical points of reference in world history. The student is expected to:
 - (A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations;
 - (B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;

- (C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions [~~Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates~~] and their impact on Asia, Africa, and Europe and [5] the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;
- (D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;
- (E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and
- (F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.
- (2) History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:
- (A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;
- (B) identify the characteristics of civilization; and
- (C) explain how major river valley civilizations influenced the development of the classical civilizations.
- (3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:
- (A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome [~~, including the development of monotheism, Judaism, and Christianity~~];
- (B) explain the impact of the fall of Rome on Western Europe; and
- (C) compare the factors that led to the collapse of Rome and Han China.
- (4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:
- (A) explain the development of Roman Catholicism and Eastern Orthodoxy [Christianity] as [~~a unifying~~] social and political factors [~~factor~~] in medieval Europe and the Byzantine Empire;
- ~~[(B) explain the characteristics of Roman Catholicism and Eastern Orthodoxy:]~~
- ~~[(B) [(C)] describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism;~~
- ~~[(C) [(D)] explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;~~
- ~~[(D) [(E)] describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;~~
- ~~[(E) [(F)] describe the interactions between Muslim and Hindu societies in South Asia;~~
- ~~[(F) [(G)] explain how the Crusades, the Black Death, and the Hundred Years' War [~~, and the Great Schism~~] contributed to the end of medieval Europe;~~

- (G) ~~(H)~~ summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;
- (H) ~~(I)~~ explain the evolution and expansion ~~[development]~~ of the slave trade;
- (I) ~~(J)~~ analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and
- (J) ~~(K)~~ summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.
- (5) History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:
- (A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and
- (B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation.
- (6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:
- (A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and
- (B) explain how the Inca and Aztec empires were impacted by European exploration/colonization.
- (7) History. The student understands the causes and impact of increased global interaction ~~[European expansion]~~ from 1450 to 1750. The student is expected to:
- (A) analyze the causes of European expansion from 1450 to 1750;
- (B) explain the impact of the Columbian Exchange ~~[on the Americas and Europe]~~ ;
- (C) explain the impact of the Atlantic slave trade on West Africa and the Americas;
- (D) explain the impact of the Ottoman Empire on Eastern Europe and global trade;
- (E) explain Ming China's impact on global trade; and
- (F) explain new economic factors and principles ~~[that contributed to the success]~~ of Europe's Commercial Revolution.
- (8) History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:
- ~~[(A) explain how 17th and 18th century European scientific advancements led to the Industrial Revolution;]~~
- (A) ~~(B)~~ explain how the Industrial Revolution led to political, economic, and social changes ~~[in Europe]~~ ;
- (B) ~~(C)~~ identify the major political, economic, and social motivations that influenced European imperialism;
- (C) ~~(D)~~ explain the major characteristics and impact of European imperialism; and
- (D) ~~(E)~~ explain the effects of free enterprise in the Industrial Revolution.
- (9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:

- (A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment [~~the Glorious Revolution, and religion~~];
 - (B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;
 - (C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and
 - (D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.
- (10) History. The student understands the causes and impact of World War I. The student is expected to:
- (A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;
 - (B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;
 - (C) explain the [~~political impact of Woodrow Wilson's Fourteen Points and the~~] political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and
 - (D) identify the causes of the February (March) and October (~~November~~) revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.
- (11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:
- (A) summarize the international, political, and economic causes of the global depression; and
 - (B) explain the responses of governments [~~in the United States, Germany, and the Soviet Union~~] to the global depression such as in the United States, Germany, Great Britain, and France.
- (12) History. The student understands the causes and impact of World War II. The student is expected to:
- (A) describe the emergence and characteristics of totalitarianism;
 - (B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and
 - (C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, [~~Japanese imperialism,~~] the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.
- (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:
- (A) summarize how the outcome of World War II contributed to the development of the Cold War;
 - (B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise [~~and how it differed from Soviet communism~~];
 - (C) identify [~~the following~~] major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;

- (D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union; and
 - (E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and
 - (F) explain how Arab rejection of the State of Israel has led to ongoing conflict.
- (14) History. The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to:
- (A) summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including [Palestinian] terrorism and the growth of terrorist groups [al-Qaeda] ; and
 - (B) explain the U.S. response to terrorism from September 11, 2001, to the present.
- ~~[(15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:]~~
- ~~[(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and]~~
- ~~[(B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.]~~
- (15) [(16)] Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:
- (A) locate places and regions of historical significance directly related to major eras and turning points in world history;
 - (B) analyze the influence of human and physical geographic factors on major events in world history such as [including] the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and
 - (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.
- (16) [(17)] Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:
- (A) identify important changes in human life caused by the Neolithic Revolution [and the Industrial Revolution] ;
 - (B) summarize the role of economics in driving political changes as related to [the Neolithic Revolution and] the Industrial Revolution; and
 - (C) describe [summarize] the economic [and social] impact of [20th century] globalization.
- (17) [(18)] Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:
- (A) identify the historical origins and characteristics of the free enterprise system, including the influence [contributions] of Adam Smith [especially the influence of his ideas found in *The Wealth of Nations*] ;
 - (B) identify the historical origins and characteristics of communism, including the influence [influences] of Karl Marx;
 - (C) identify the historical origins and characteristics of socialism;
 - (D) identify the historical origins and characteristics of fascism; and

- (E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century. ~~[; and]~~
- ~~[(F) formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in Europe's Commercial Revolution, the Industrial Revolution, and 20th-century free market economies, compared to communist command communities.]~~
- (18) ~~[(19)]~~ Government. The student understands the characteristics of major political systems throughout history. The student is expected to:
- (A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and
- (B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.
- (19) ~~[(20)]~~ Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:
- (A) explain the development of democratic-republican government from its beginnings in ~~[the]~~ Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution ~~[English Civil War and the Enlightenment]~~ ;
- (B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;
- (C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, ~~[Thomas Jefferson,]~~ and William Blackstone; and
- (D) explain the significance of the League of Nations and the United Nations.
- (20) ~~[(21)]~~ Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:
- (A) describe how people have participated in supporting or changing their governments;
- (B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and
- (C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce.
- (21) ~~[(22)]~~ Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:
- (A) summarize the development of the rule of law from ancient to modern times;
- (B) identify the origins ~~[influence]~~ of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" from sources including ~~[that originated from]~~ the Judeo-Christian legal tradition and in Greece and Rome;
- (C) identify examples of politically motivated mass murders such as in Cambodia, China, Latin America, the Soviet Union, and Armenia;
- (D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur;

- (E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, [~~Oscar Romero, Natan Sharansky,~~] Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and
- (F) identify examples of [~~assess the degree to which~~] American ideals that have advanced human rights and democratic ideas throughout the world.
- (22) [~~23~~] Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:
- (A) describe the historical origins and central ideas in the development of monotheism;
- (B) [~~A~~] describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism [~~and the development of monotheism~~]; and
- (C) [~~B~~] identify examples of religious influence on various events referenced in the major eras of world history.
- (23) [~~24~~] Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:
- (A) describe the changing roles of women, children, and families during major eras of world history; and
- (B) describe the major influences of women during major eras of world history such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir [~~during major eras of world history~~].
- (24) [~~25~~] Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:
- (A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;
- (B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;
- (C) explain how the relationship between [~~among~~] Christianity and Humanism [~~individualism, and growing secularism~~] that began with the Renaissance [~~and how the relationship~~] influenced subsequent political developments; and
- (D) explain how developments in Islam influenced [~~influences~~] law and government in the Muslim world such as secularism, nationalism, and fundamentalism.
- (25) [~~26~~] Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- [~~A~~] identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;
- (A) [~~B~~] analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and
- (B) [~~C~~] describe [~~identify~~] examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.
- (26) [~~27~~] Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:
- (A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, [~~and~~] the Islamic caliphates between 700 and 1200, and [~~in~~] China from the Tang to Ming dynasties;

- (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;
 - (C) explain the impact of the printing press on the Renaissance and the Reformation in Europe;
 - (D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and
 - (E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.
- (27) ~~(28)~~ Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:
- (A) explain the role of textile manufacturing , ~~and~~ steam technology , development ~~in~~ ~~initiating the Industrial Revolution and the role~~ of the factory system , and transportation technology in ~~advancing~~ the Industrial Revolution;
 - (B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;
 - (C) explain the effects of major new military technologies on World War I, World War II, and the Cold War;
 - (D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and
 - (E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.
- (28) ~~(29)~~ Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including ~~electronic~~ technology. The student is expected to:
- (A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;
 - (B) explain how historians analyze ~~when examining~~ sources for ~~analyze~~ frame of reference, historical context, and point of view to interpret historical events;
 - (C) ~~explain the differences between primary and secondary sources and~~ examine primary and secondary ~~those~~ sources to analyze frame of reference, historical context, and point of view;
 - (D) evaluate the validity of a source based on bias ~~language~~ , corroboration with other sources, and information about the author;
 - ~~(E) identify bias in written, oral, and visual material;~~
 - (E) ~~(F)~~ analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; and
 - (F) ~~(G)~~ construct a thesis on a social studies issue or event supported by evidence . ~~and~~
 - ~~(H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.]~~
- (29) Social studies skills. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:

- (A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and
- (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.
- (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
- (B) use effective written communication skills, including proper citations and avoiding plagiarism; and
- ~~[(B) use standard grammar, spelling, sentence structure, and punctuation;]~~
- (C) interpret and create written, oral, and visual presentations of social studies information ; ~~[and]~~
- ~~[(D) transfer information from one medium to another.]~~
- (31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[, in a variety of settings]~~. The student is expected to ~~[;]~~
- ~~[(A)]~~ use ~~[a]~~ problem-solving and decision-making processes ~~[process]~~ to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution ; ~~[; and]~~
- ~~[(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

§113.43. World Geography Studies (One Credit), Adopted 2018 ~~[Beginning with School Year 2011-2012]~~ .

- (a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.
- (b) Introduction.
- (1) In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as contemporary and historic maps of various types, satellite-produced images, photographs, graphs, map sketches, and diagrams is encouraged.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught

together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
 - (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
 - (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
 - (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
 - (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
- (c) Knowledge and skills.
- (1) History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:
 - (A) analyze ~~[the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including]~~ significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today; and
 - (B) trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.
 - (2) History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:
 - (A) describe the human and physical characteristics of the same regions at different periods of time to analyze ~~[evaluate]~~ relationships between past events and current conditions; and

- (B) explain how changes in societies such as population shifts, technological advancements, and environmental policies have led to diverse uses of physical features over time such as terrace farming, dams, and polders .
- (3) Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:
- (A) explain weather conditions and climate in relation to annual changes in Earth-Sun relationships;
- (B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes; and
- (C) examine the physical processes that affect the lithosphere, atmosphere, hydrosphere, and biosphere such as hurricanes, El Niño, earthquakes, and volcanoes .
- (4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:
- (A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions;
- (B) describe different landforms such as plains, mountains, and islands and the physical processes that cause their development; and
- (C) explain the influence of climate on the distribution of biomes in different regions.
- (5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:
- (A) analyze how the character of a place is related to its political, economic, social, and cultural elements; and
- (B) interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the levels as defined by the [terms] Human Development Index [~~less developed, newly industrialized, and more developed~~] .
- (6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:
- (A) locate and describe human and physical features that influence the size and distribution of settlements; and
- (B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.
- (7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:
- (A) [~~construct and~~] analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends;
- (B) explain how physical geography and push and pull forces, including political, economic, social, and environmental conditions, [~~push and pull factors and physical geography~~] affect the routes and flows of human migration;
- (C) describe trends in world population growth and distribution; and

- (D) examine how ~~[benefits and challenges of]~~ globalization affects ~~[, including]~~ connectivity, standard of living, pandemics, and loss of local culture.
- (8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:
- (A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;
- (B) ~~[describe the interaction between humans and the physical environment and]~~ analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes on people and their environment ; and
- (C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.
- (9) Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to:
- (A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region; and
- (B) describe different types of regions, including formal, functional, and perceptual regions.
- (10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:
- (A) describe the forces that determine the distribution of goods and services in traditional, free enterprise, socialist, and communist economic systems;
- (B) classify ~~[where specific]~~ countries ~~[fall]~~ along the economic spectrum between free enterprise and communism;
- (C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries; and
- (D) compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones.
- (11) Economics. The student understands how geography influences economic activities. The student is expected to:
- (A) understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary);
- (B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and
- (C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.
- (12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:
- (A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people; and
- (B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.
- (13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:

- (A) interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries; and
- (B) compare maps of voting patterns and ~~[or]~~ political boundaries to make inferences about the distribution of political power.
- (14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:
- (A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;
- (B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries; and
- (C) analyze the human and physical factors that influence ~~[the power to]~~ control of territories ~~[territory]~~ and resources, ~~[create]~~ conflict/war, and ~~[impact]~~ international ~~[political]~~ relations of sovereign nations such as China, the United States, Japan, and Russia and international organizations ~~[organized nation groups]~~ such as the United Nations (UN) and the European Union (EU).
- (15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes at ~~[on local, state,]~~ national ~~[;]~~ and international levels. The student is expected to:
- (A) identify and give examples of different points of view that influence the development of public policies and decision-making processes at ~~[on local, state,]~~ national ~~[;]~~ and international levels; and
- (B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.
- (16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:
- (A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion;
- (B) describe elements of culture, including language, religion, beliefs ~~[and customs]~~ , institutions, and technologies; and
- ~~[(C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently; and]~~
- ~~(C)~~ ~~[(D)]~~ describe ~~[compare]~~ life in a variety of urban and rural areas in the world to compare ~~[evaluate]~~ political, economic, social, and environmental changes.
- (17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:
- (A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive;
- (B) describe central ideas and spatial distribution of major religious traditions ~~[world-religions]~~ , including ~~[animism,]~~ Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism ~~[, and their spatial distribution]~~ ;
- (C) compare economic, political, or social opportunities in different cultures for ~~[women, ethnic and religious minorities, and other]~~ underrepresented populations such as women and ethnic and religious minorities ; and
- (D) evaluate the experiences and contributions of diverse groups to multicultural societies.

- (18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:
- (A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;
 - (B) assess causes and [∓] effects [~~and perceptions~~] of conflicts between groups of people, including modern genocides and terrorism;
 - (C) identify examples of cultures that maintain traditional ways, including traditional economies; and
 - (D) evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, ~~[U.S.-based fast food franchises, the English]~~ language, foods, technology, or global sports.
- (19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:
- (A) evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment;
 - (B) analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places; and
 - (C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.
- (20) Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:
- (A) describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); and
 - (B) examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development.
- (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including ~~[electronic]~~ technology. The student is expected to:
- (A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;
 - (B) identify [~~locate~~] places of contemporary geopolitical significance on a map; ~~[and]~~
 - (C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change ; [∓]
 - (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time; and
 - (E) identify different points of view about an issue or current topic.
- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) create [~~design and draw~~] appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;
 - (B) generate summaries, generalizations, and thesis statements supported by evidence;
 - (C) use social studies [~~geographic~~] terminology correctly; and

~~[(D) use standard grammar, spelling, sentence structure, and punctuation; and]~~

~~(D)~~ ~~[(E)]~~ create original work using effective written communication skills, including proper citations and understanding and avoiding plagiarism.

- (23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[, in a variety of settings]~~. The student is expected to:
- (A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;
 - (B) use case studies and GIS to identify contemporary challenges and to answer real-world questions; and
 - (C) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

§113.44. United States Government (One-Half Credit), Adopted 2018 [Beginning with School Year 2011-2012].

- (a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.
- (b) Introduction.
 - (1) In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.
 - (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution, selected Federalist Papers, landmark cases of the U.S. Supreme Court (such as those studied in Grade 8 and U.S. History Since 1877), biographies, autobiographies, memoirs, speeches, letters, and periodicals that feature analyses of political issues and events is encouraged.
 - (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
 - (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
- (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
- (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
- (c) Knowledge and skills.
- (1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:
- (A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government;
- (B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals;
- (C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;
- (D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government;
- (E) examine debates and compromises that impacted the creation of the founding documents; and

- (F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.
- (2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:
- (A) describe [~~give examples of~~] the processes used by individuals, political parties, interest groups, or the media to affect public policy; and
- (B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.
- (3) Geography. The student understands how geography can influence U.S. political divisions and policies. The student is expected to:
- (A) explain [~~understand~~] how population shifts affect voting patterns;
- (B) examine political boundaries to make inferences regarding the distribution of political power; and
- (C) explain how political divisions are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr.
- ~~[(4) Geography. The student understands why certain places or regions are important to the United States. The student is expected to:]~~
- ~~[(A) identify the significance to the United States of the location and key natural resources of selected global places or regions; and]~~
- ~~[(B) analyze how U.S. foreign policy affects selected places and regions.]~~
- (4) ~~[(5)]~~ Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:
- (A) explain how government fiscal, [~~monetary,~~] and regulatory policies influence the economy at the local, state, and national levels; and
- ~~[(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy;]~~
- (B) ~~[(C)]~~ compare the role of government in the U.S. free enterprise system and other economic systems; and
- (C) ~~[(D)]~~ explain [~~understand~~] how government taxation, expenditures, and regulation can influence the U.S. economy and impact [~~serve as restrictions to~~] private enterprise.
- (5) ~~[(6)]~~ Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:
- (A) examine how [~~the U.S. government uses~~] economic and natural resources influence U.S. [~~in~~] foreign policy; and
- (B) describe [~~understand~~] the roles of the executive and legislative branches in setting international trade and fiscal policies.
- (6) ~~[(7)]~~ Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:
- (A) explain the importance of a written constitution;
- (B) explain [~~evaluate~~] how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;
- (C) analyze how the Federalist Papers such as Number 10 [~~Number 39,~~] and Number 51 explain the principles of the American constitutional system of government;

- (D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;
- (E) describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government; and
- (F) identify how the American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution [~~contribute to both a national identity and federal identity and~~] are embodied in the United States today . [~~and~~]
- ~~[(G) — examine the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare and contrast this to the phrase, "separation of church and state."]~~

(7) ~~[(8)]~~ Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:

- (A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;
- (B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;
- (C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review;
- (D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC);
- (E) explain how [certain] provisions of the U.S. Constitution provide for checks and balances among the three branches of government;
- (F) analyze selected issues raised by judicial activism and judicial restraint;
- (G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and
- (H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.

(8) ~~[(9)]~~ Government. The student understands the concept of federalism. The student is expected to:

- (A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;
- (B) categorize government powers as national, state, or shared;
- (C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and
- (D) explain how U.S. constitutional provisions limit the power of national and state governments.

~~[(D) — understand the limits on the national and state governments in the U.S. federal system of government.]~~

- (9) ~~(10)~~ Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:
- (A) identify ~~compare~~ different methods of filling public offices, including elected and appointed offices at the local, state, and national levels;
 - (B) explain the process of electing the president of the United States and analyze the Electoral College; and
 - (C) analyze the impact of the passage of the 17th Amendment.
- (10) ~~(11)~~ Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:
- (A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels; and
 - (B) explain the two-party system and evaluate the role of third parties in the United States. ~~[and]~~
 - ~~[(C) — identify opportunities for citizens to participate in political party activities at local, state, and national levels.]~~
- (11) ~~(12)~~ Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:
- (A) compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics; and
 - ~~[(B) — analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and]~~
 - ~~(B)~~ ~~[(C)]~~ analyze advantages and disadvantages of presidential and parliamentary systems of government.
- (12) ~~(13)~~ Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:
- (A) explain ~~understand~~ the roles of limited government and the rule of law in the protection of individual rights;
 - (B) identify and define the unalienable rights;
 - (C) identify the freedoms and rights guaranteed by each amendment in the Bill of Rights;
 - ~~(D) — examine the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare this to the phrase "separation of church and state;"~~
 - ~~(E)~~ ~~[(D)]~~ analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade;
 - ~~(F)~~ ~~[(E)]~~ explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and
 - ~~(G)~~ ~~[(F)]~~ recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states through ~~[, including the Blaine Amendment and]~~ U.S. Supreme Court rulings ~~[,]~~ and analyze the impact on the scope of fundamental rights and federalism.
- (13) ~~(14)~~ Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:

- (A) describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;
- ~~[(A) explain the difference between personal and civic responsibilities;]~~
- ~~[(B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;]~~
- (B) ~~[(C)]~~ explain ~~[understand]~~ the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and
- (C) ~~[(D)]~~ describe ~~[understand]~~ the voter registration process and the criteria for voting in elections.
- (14) ~~[(15)]~~ Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:
- (A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;
- (B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and
- (C) describe ~~[understand]~~ the factors that influence an individual's political attitudes and actions.
- (15) ~~[(16)]~~ Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:
- (A) examine different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and
- (B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.
- (16) ~~[(17)]~~ Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:
- (A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger; and
- (B) explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.
- (17) ~~[(18)]~~ Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:
- (A) explain ~~[understand]~~ how U.S. constitutional protections such as patents have fostered competition and entrepreneurship; and
- (B) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.
- (18) ~~[(19)]~~ Science, technology, and society. The student understands the impact of advances in science and technology on government ~~[and society]~~. The student is expected to:

- (A) describe ~~understand~~ the potential impact ~~on society~~ of recent scientific discoveries and technological innovations on government policy ; and
- (B) evaluate the impact of the Internet and other electronic information on the political process.
- (19) ~~(20)~~ Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:
- (A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (B) create a product on a contemporary government issue or topic using critical methods of inquiry;
- (C) analyze and defend a point of view on a current political issue;
- (D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference; and
- (E) evaluate government data using charts, tables, graphs, and maps . ~~[-and]~~
- ~~[(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.]~~
- (20) ~~(21)~~ Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly; and
- ~~[(B) use standard grammar, spelling, sentence structure, and punctuation.]~~
- ~~[(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and]~~
- (B) ~~[(D)]~~ create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism .
- (21) ~~(22)~~ Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[-in a variety of settings]~~ . The student is expected to ~~[-]~~
- ~~[(A)]~~ use [a] problem-solving and decision-making processes process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . ~~[-and]~~
- ~~[(B) use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

Subchapter D. Other Social Studies Courses

§113.51. Implementation of Texas Essential Knowledge and Skills for Social Studies, Other Social Studies Courses.

- (a) The provisions of §§113.52-113.75 of this subchapter shall be implemented by school districts beginning September 1, 1998.
- (b) The provisions of §§113.76-113.80 of this subchapter shall be implemented by school districts beginning with the 2019-2020 school year.

§113.76. Economics Advanced Studies (One-Half Credit).

- (a) General requirements. Students may take this course with different course content for a maximum of one credit. Students who are pursuing the Distinguished Achievement Program may take Economics Advanced Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure.
- (b) Introduction. In Economics Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.
- (c) Knowledge and skills.
 - (1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:
 - (A) analyze the relationship between his or her interests and career/discipline;
 - (B) review literature from varied sources from the selected career or discipline;
 - (C) identify a problem, issue, or concern;
 - (D) survey and/or interview professionals to determine the appropriateness of a project; and
 - (E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project.
 - (2) The student will demonstrate understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:
 - (A) develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation;
 - (B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline; and
 - (C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices.
 - (3) The student will develop products that meet standards recognized by the selected profession or discipline. The student is expected to:
 - (A) collaborate with the appropriate professionals to define the product;
 - (B) develop a plan for product completion;
 - (C) develop assessment criteria for successful completion of the project;
 - (D) establish the appropriateness of the product for the intended audience;
 - (E) implement the plan for product completion; and

- (F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes.
- (4) The student will demonstrate an understanding of the selected problem, issue, or concern by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:
 - (A) review and revise the plan to present the findings;
 - (B) make arrangements for the presentation of findings to an appropriate audience;
 - (C) present findings, simulating the skills used by professionals;
 - (D) consider feedback received from the audience;
 - (E) reflect on the study and its potential for impact on the field; and
 - (F) reflect on personal learning experiences of the study.

§113.77. Advanced Placement (AP) Microeconomics (One-Half Credit).

- (a) General requirements. This course may be used to meet required course requirements for state graduation. If Microeconomics is used to meet the required course requirement for state graduation, Macroeconomics may be used as a state-approved elective.
- (b) Content requirements. Content requirements for Advanced Placement (AP) Microeconomics are prescribed in the College Board Publication *Advanced Placement Course in Microeconomics* published by The College Board.

§113.78. Advanced Placement (AP) Macroeconomics (One-Half Credit).

- (a) General requirements. This course may be used to meet required course requirements for state graduation. If Macroeconomics is used to meet the required course requirement for state graduation, Microeconomics may be used as a state-approved elective.
- (b) Content requirements. Content requirements for Advanced Placement (AP) Macroeconomics are prescribed in the College Board Publication *Advanced Placement Course in Macroeconomics* published by The College Board.

§113.79. International Baccalaureate (IB) Economics Standard Level (SL) (Two Credits).

- (a) General requirements. One-half credit may be used to meet the course requirement in Economics for state graduation and one and one-half credits may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for IB Economics SL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

§113.80. International Baccalaureate (IB) Economics Higher Level (HL) (Two Credits).

- (a) General requirements. One-half credit may be used to meet the course requirement in Economics for state graduation and one and one-half credits may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for IB Economics HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

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ATTACHMENT III
Text of Proposed Repeal of 19 TAC

[Chapter 118. Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits]

[Subchapter A. High School]

§118.3. Implementation of Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, High School, Beginning with School Year 2011-2012.

[The provisions of §118.4 of this subchapter shall be implemented by school districts beginning with the 2011-2012 school year.]

§118.4. Economics with Emphasis on the Free Enterprise System and Its Benefits, High School (One-Half Credit), Beginning with School Year 2011-2012.

[(a) — General requirements. This course will be taught in the social studies department and is recommended to be taught in Grade 12.]

[(b) — Introduction.]

[(1) — Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free-enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.]

[(2) — Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.]

[(3) — Economics with Emphasis on the Free Enterprise System and Its Benefits builds upon the foundation in economics and social studies laid by the social studies essential knowledge and skills in Kindergarten-Grade 12. The course will apply these skills to current economic situations. The content enables students to understand the importance of patriotism, function in a free-enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).]

[(4) — Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.]

[(5) — As referenced in House Bill 492, an act of the Texas Legislature signed into law in 2005, the concepts of personal financial literacy are to be mastered by students in order that they may become self-supporting adults who can make informed decisions relating to personal financial matters. These concepts are incorporated into the student expectations of Economics with Emphasis on the Free Enterprise System and Its Benefits: understanding interest, avoiding and eliminating credit card debt; understanding the rights and responsibilities of renting or buying a home; managing money to make the transition from renting a home to home ownership; starting a small business; being a prudent investor in the stock market and using other investment options; beginning a savings program and planning for retirement; bankruptcy; types of bank accounts available to consumers and benefits of maintaining a bank account; balancing a checkbook; types

~~of loans available to consumers and becoming a low-risk borrower; understanding insurance; and charitable giving.]~~

~~[(6) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.]~~

~~[(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.]~~

~~[(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."]~~

~~[(7) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.]~~

~~[(c) Knowledge and skills:]~~

~~[(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:]~~

~~[(A) explain why scarcity and choice are basic economic problems faced by every society;]~~

~~[(B) describe how societies answer the basic economic questions;]~~

~~[(C) describe the economic factors of production; and]~~

~~[(D) interpret a production possibilities curve and explain the concepts of opportunity costs and scarcity;]~~

~~[(2) Economics. The student understands the interaction of supply, demand, and price. The student is expected to:]~~

~~[(A) understand the effect of changes in price on the quantity demanded and quantity supplied;]~~

~~[(B) identify the non-price determinants that create changes in supply and demand, which result in a new equilibrium price; and]~~

~~[(C) interpret a supply and demand graph using supply and demand schedules.]~~

~~[(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:]~~

~~[(A) explain the concepts of absolute and comparative advantages;]~~

~~[(B) apply the concept of comparative advantage to explain why and how countries trade; and]~~

~~[(C) analyze the impact of U.S. imports and exports on the United States and its trading partners.]~~

~~[(4) Economics. The student understands the issues of free trade and the effects of trade barriers. The student is expected to:]~~

- ~~[(A) — compare the effects of free trade and trade barriers on economic activities;]~~
- ~~[(B) — evaluate the benefits and costs of participation in international free trade agreements; and]~~
- ~~[(C) — analyze the effects of changes in exchange rates on imports and exports.]~~
- ~~[(5) — Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:]~~
 - ~~[(A) — describe the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government;]~~
 - ~~[(B) — compare the free enterprise system, socialism, and communism using the basic characteristics of economic systems;]~~
 - ~~[(C) — examine current examples of free enterprise, socialist, and communist economic systems;]~~
 - ~~[(D) — understand that the terms free enterprise, free market, and capitalism are synonymous terms to describe the U.S. economic system; and]~~
 - ~~[(E) — analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system.]~~
- ~~[(6) — Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:]~~
 - ~~[(A) — explain the basic characteristics of the U.S. free enterprise system, including private property, incentives, economic freedom, competition, and the limited role of government;]~~
 - ~~[(B) — explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth;]~~
 - ~~[(C) — analyze recent changes in the basic characteristics of the U.S. economy; and]~~
 - ~~[(D) — analyze the costs and benefits of U.S. economic policies related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency.]~~
- ~~[(7) — Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:]~~
 - ~~[(A) — analyze the costs and benefits of the purchase, use, or disposal of personal and business property; and]~~
 - ~~[(B) — identify and evaluate examples of restrictions that the government places on the use of business and individual property.]~~
- ~~[(8) — Economics. The student understands the circular flow model of the economy. The student is expected to:]~~
 - ~~[(A) — interpret the roles of resource owners and firms in a circular flow model of the economy and provide real world examples to illustrate elements of the model;]~~
 - ~~[(B) — explain how government actions affect the circular flow model; and]~~
 - ~~[(C) — explain how the circular flow model is affected by the rest of the world.]~~
- ~~[(9) — Economics. The student understands types of market structures. The student is expected to:]~~
 - ~~[(A) — describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly; and]~~

- ~~[(B) — identify and evaluate ordinances and regulations that apply to the establishment and operation of various types of businesses.]~~
- ~~[(10) — Economics. The student understands key economic measurements. The student is expected to:]~~
- ~~[(A) — interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation; and]~~
- ~~[(B) — analyze business cycles using key economic indicators.]~~
- ~~[(11) — Economics. The student understands key components of economic growth. The student is expected to:]~~
- ~~[(A) — analyze how productivity relates to growth;]~~
- ~~[(B) — analyze how technology relates to growth; and]~~
- ~~[(C) — analyze how trade relates to growth.]~~
- ~~[(12) — Economics. The student understands the role of money in an economy. The student is expected to:]~~
- ~~[(A) — describe the functions of money;]~~
- ~~[(B) — describe the characteristics of money, including commodity money, fiat money, and representative money; and]~~
- ~~[(C) — examine the positive and negative aspects of barter, currency, credit cards, and debit cards.]~~
- ~~[(13) — Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:]~~
- ~~[(A) — explain the structure of the Federal Reserve System;]~~
- ~~[(B) — analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements, the discount rate and the federal funds rate target, and open-market operations;]~~
- ~~[(C) — explain how the actions of the Federal Reserve System affect the nation's money supply; and]~~
- ~~[(D) — analyze the decline in value of the U.S. dollar, including the abandonment of the gold standard.]~~
- ~~[(14) — Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:]~~
- ~~[(A) — identify economic concepts in the U.S. Constitution, including property rights and taxation;]~~
- ~~[(B) — describe the role of government in the U.S. free enterprise system and the changes in that role over time; and]~~
- ~~[(C) — evaluate government rules and regulations in the U.S. free enterprise system.]~~
- ~~[(15) — Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:]~~
- ~~[(A) — identify types of taxes at the local, state, and national levels and the economic importance of each;]~~
- ~~[(B) — analyze the categories of revenues and expenditures in the U.S. federal budget; and]~~
- ~~[(C) — analyze the impact of fiscal policy decisions on the economy.]~~
- ~~[(16) — Personal financial literacy. The student understands types of business ownership. The student is expected to:]~~

- ~~[(A) — explain the characteristics of sole proprietorships, partnerships, and corporations;]~~
- ~~[(B) — analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations;]~~
- ~~[(C) — analyze the economic rights and responsibilities of businesses, including those involved in starting a small business; and]~~
- ~~[(D) — explain how corporations raise money through stocks and bonds.]~~
- ~~[(17) — Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:]~~
 - ~~[(A) — explain the functions of financial institutions and how they affect households and businesses;]~~
 - ~~[(B) — explain how the amount of savings in an economy is the basis of capital formation;]~~
 - ~~[(C) — analyze the role of interest and risk in allocating savings to its most productive use; and]~~
 - ~~[(D) — examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts.]~~
- ~~[(18) — Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:]~~
 - ~~[(A) — assess ways to be a wise investor in the stock market and in other personal investment options;]~~
 - ~~[(B) — explain how to begin a savings program;]~~
 - ~~[(C) — examine investment options available in a personal retirement plan;]~~
 - ~~[(D) — demonstrate how to maintain a checking account, including reconciling a bank statement;]~~
 - ~~[(E) — identify the types of loans available to consumers;]~~
 - ~~[(F) — explain the responsibilities and obligations of borrowing money; and]~~
 - ~~[(G) — develop strategies to become a low-risk borrower by improving one's personal credit score.]~~
- ~~[(19) — Personal financial literacy. The student applies critical thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:]~~
 - ~~[(A) — examine ways to avoid and eliminate credit card debt;]~~
 - ~~[(B) — evaluate the costs and benefits of declaring personal bankruptcy;]~~
 - ~~[(C) — evaluate the costs and benefits of buying insurance; and]~~
 - ~~[(D) — evaluate the costs and benefits of charitable giving.]~~
- ~~[(20) — Personal financial literacy. The student understands how to provide for basic needs while living within a budget. The student is expected to:]~~
 - ~~[(A) — evaluate the costs and benefits of renting a home;]~~
 - ~~[(B) — evaluate the costs and benefits of buying a home; and]~~
 - ~~[(C) — assess the financial aspects of making the transition from renting to home ownership.]~~
- ~~[(21) — Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:]~~
 - ~~[(A) — understand how to complete the Free Application for Federal Student Aid (FAFSA) provided by the United States Department of Education;]~~

- ~~[(B) — research and evaluate various scholarship opportunities such as those from state governments, schools, employers, individuals, private companies, nonprofits, and professional organizations;]~~
 - ~~[(C) — analyze and compare student grant options;]~~
 - ~~[(D) — analyze and compare student loan options, including private and federal loans;]~~
 - ~~[(E) — research and evaluate various work study program opportunities; and]~~
 - ~~[(F) — investigate nontraditional methods of paying for college or postsecondary education and training.]~~
- ~~[(22) — Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:]~~
- ~~[(A) — analyze economic information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;]~~
 - ~~[(B) — create economic models, including production possibilities curves, circular flow charts, and supply and demand graphs, to analyze economic concepts or issues;]~~
 - ~~[(C) — explain a point of view on an economic issue;]~~
 - ~~[(D) — analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;]~~
 - ~~[(E) — evaluate economic data using charts, tables, graphs, and maps; and]~~
 - ~~[(F) — use appropriate mathematical skills to interpret economic information.]~~
- ~~[(23) — Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:]~~
- ~~[(A) — use economic related terminology correctly;]~~
 - ~~[(B) — use standard grammar, spelling, sentence structure, and punctuation;]~~
 - ~~[(C) — transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate;]~~
 - ~~[(D) — create written, oral, and visual presentations of economic information; and]~~
 - ~~[(E) — attribute ideas and information to source materials and authors.]~~
- ~~[(24) — Social studies skills. The student uses problem solving and decision making skills, working independently and with others, in a variety of settings. The student is expected to:]~~
- ~~[(A) — use a problem solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and]~~
 - ~~[(B) — use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

[Subchapter B. Other Economics Courses]

§118.11. Implementation of Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Other Economics Courses.

[The provisions of this subchapter may be implemented beginning September 1, 1998.]

§118.12. Economics Advanced Studies (One-Half Credit).

[(a) — General requirements. Students may take this course with different course content for a maximum of one credit. Students who are pursuing the Distinguished Achievement Program may take Economics Advanced Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure.]

[(b) — Introduction. In Economics Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.]

[(c) — Knowledge and skills.]

[(1) — The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:]

[(A) — analyze the relationship between his or her interests and career/discipline;]

[(B) — review literature from varied sources from the selected career or discipline;]

[(C) — identify a problem, issue, or concern;]

[(D) — survey and/or interview professionals to determine the appropriateness of a project; and]

[(E) — develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project.]

[(2) — The student will demonstrate understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:]

[(A) — develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation;]

[(B) — simulate the methods and/or technologies used in the research process particular to the selected field or discipline; and]

[(C) — review and revise the original proposal to reflect changes needed based upon preliminary research and practices.]

[(3) — The student will develop products that meet standards recognized by the selected profession or discipline. The student is expected to:]

[(A) — collaborate with the appropriate professionals to define the product;]

[(B) — develop a plan for product completion;]

[(C) — develop assessment criteria for successful completion of the project;]

[(D) — establish the appropriateness of the product for the intended audience;]

[(E) — implement the plan for product completion; and]

[(F) — maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes.]

~~[(4) — The student will demonstrate an understanding of the selected problem, issue, or concern by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:]~~

~~[(A) — review and revise the plan to present the findings;]~~

~~[(B) — make arrangements for the presentation of findings to an appropriate audience;]~~

~~[(C) — present findings, simulating the skills used by professionals;]~~

~~[(D) — consider feedback received from the audience;]~~

~~[(E) — reflect on the study and its potential for impact on the field; and]~~

~~[(F) — reflect on personal learning experiences of the study.]~~

§118.13. Advanced Placement (AP) Microeconomics (One-Half Credit).]

~~[(a) — General requirements. This course may be used to meet required course requirements for state graduation. If Microeconomics is used to meet the required course requirement for state graduation, Macroeconomics may be used as a state-approved elective.]~~

~~[(b) — Content requirements. Content requirements for Advanced Placement (AP) Microeconomics are prescribed in the College Board Publication *Advanced Placement Course in Microeconomics* published by The College Board.]~~

§118.14. Advanced Placement (AP) Macroeconomics (One-Half Credit).]

~~[(a) — General requirements. This course may be used to meet required course requirements for state graduation. If Macroeconomics is used to meet the required course requirement for state graduation, Microeconomics may be used as a state-approved elective.]~~

~~[(b) — Content requirements. Content requirements for Advanced Placement (AP) Macroeconomics are prescribed in the College Board Publication *Advanced Placement Course in Macroeconomics* published by The College Board.]~~

§118.15. International Baccalaureate (IB) Economics Standard Level (SL) (Two Credits).]

~~[(a) — General requirements. One-half credit may be used to meet the course requirement in Economics for state graduation and one and one-half credits may be used to meet only elective course requirements for state graduation.]~~

~~[(b) — Content requirements. Content requirements for IB Economics SL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.]~~

§118.16. International Baccalaureate (IB) Economics Higher Level (HL) (Two Credits).]

~~[(a) — General requirements. One-half credit may be used to meet the course requirement in Economics for state graduation and one and one-half credits may be used to meet only elective course requirements for state graduation.]~~

~~[(b) — Content requirements. Content requirements for IB Economics HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.]~~

§118.17. Concurrent Enrollment in College Courses (One-Half Credit Per Semester).]

~~[(a) — General requirements. Students may be awarded one-half credit for each semester of successful completion of a college course in which the student is concurrently enrolled while in high school.]~~

~~[(b) — Content requirements. In order for students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.]~~

**Decision on the Percentage Distribution of the Permanent School Fund for Fiscal Years
2020 and 2021**

November 16, 2018

**COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION**

SUMMARY: This item provides an opportunity for the board to evaluate and approve in a final vote the Permanent School Fund percentage distribution rates for fiscal years 2020 and 2021. The board will consider various factors associated with the distribution rate such as expected returns, inflation, and student population growth. Additionally, this item provides the opportunity for the board to discuss anticipated instructional material needs for the 2020-2021 biennium.

STATUTORY AUTHORITY: Texas Constitution, Article VII, §5.

PREVIOUS BOARD ACTION: At the June 2018 meeting, the board determined that the percentage distribution rate to the Available School Fund from the Permanent School Fund for fiscal years 2020 and 2021 to be between 2.38% and 4.01%. At the September 2018 meeting, the board determined in a first vote that the percentage distribution rate from the Permanent School Fund to the Available School Fund for the 2020-2021 biennium shall be 2.75%.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: The amendment to Article VII of the Constitution changed the Permanent School Fund distribution from an income-based policy to a total return policy. This distribution rate is to be determined by a vote of two-thirds of the total membership of the State Board of Education taken before the regular session of the legislature convenes. If the State Board of Education does not adopt a rate, then the legislature will adopt a rate by general law or appropriation. The current rate is 3.7% of the average market value for the trailing 16 state fiscal quarters ending November 30, 2016.

According to the General Appropriations Act (SB 1): **Permanent School Fund Distribution Rate.** At least 45 days prior to the adoption of the distribution rate from the Permanent School Fund to the Available School Fund by the State Board of Education, the Texas Education Agency shall report to the Legislative Budget board and the Governor on the following:

- a. The distribution rate or rates under consideration;
- b. The assumptions and methodology used in determining the rate or rates under consideration;
- c. The annual amount the distribution rate or rates under consideration are estimated to provide, and the difference between them and the annual distribution amounts for the preceding three biennia; and
- d. The optimal distribution amount for the preceding biennium, based on an analysis of intergenerational equity, and the difference between it and the actual distribution amount.

FISCAL IMPACT: The distribution of the Permanent School Fund is projected to be \$2.5 billion during the 2018-2019 biennium.

PUBLIC AND STUDENT BENEFIT: The distribution of the Permanent School Fund will flow to the school districts and reduce the tax burden to the public and the state of Texas.

PROCEDURAL AND REPORTING IMPLICATIONS: Not applicable.

PUBLIC COMMENTS: None.

ALTERNATIVES: No alternative actions are proposed regarding this item.

OTHER COMMENTS AND RELATED ISSUES: None.

Staff Member Responsible: Holland Timmins, Executive Administrator
and Chief Investment Officer of the
Texas Permanent School Fund

Attachment: The Texas Constitution, Article VII, Section 5 - Permanent School Fund;
Available School Fund; Use of Funds; Distribution of Available School Fund

The Texas Constitution

Article VII - EDUCATION

Section 5 - PERMANENT SCHOOL FUND; AVAILABLE SCHOOL FUND; USE OF FUNDS; DISTRIBUTION OF AVAILABLE SCHOOL FUND

(a) The permanent school fund consists of all land appropriated for public schools by this constitution or the other laws of this state, other properties belonging to the permanent school fund, and all revenue derived from the land or other properties. The available school fund consists of the distributions made to it from the total return on all investment assets of the permanent school fund, the taxes authorized by this constitution or general law to be part of the available school fund, and appropriations made to the available school fund by the legislature. The total amount distributed from the permanent school fund to the available school fund:

(1) in each year of a state fiscal biennium must be an amount that is not more than six percent of the average of the market value of the permanent school fund, excluding real property belonging to the fund that is managed, sold, or acquired under Section 4 of this article, on the last day of each of the 16 state fiscal quarters preceding the regular session of the legislature that begins before that state fiscal biennium, in accordance with the rate adopted by:

(A) a vote of two-thirds of the total membership of the State Board of Education, taken before the regular session of the legislature convenes; or

(B) the legislature by general law or appropriation, if the State Board of Education does not adopt a rate as provided by Paragraph (A) of this subdivision; and

(2) over the 10-year period consisting of the current state fiscal year and the nine preceding state fiscal years may not exceed the total return on all investment assets of the permanent school fund over the same 10-year period.

(b) The expenses of managing permanent school fund land and investments shall be paid by appropriation from the permanent school fund.

(c) The available school fund shall be applied annually to the support of the public free schools. Except as provided by this section, the legislature may not enact a law appropriating any part of the permanent school fund or available school fund to any other purpose. The permanent school fund and the available school fund may not be appropriated to or used for the support of any sectarian school. The available school fund shall be distributed to the several counties according to their scholastic population and applied in the manner provided by law.

(d) The legislature by law may provide for using the permanent school fund to guarantee bonds issued by school districts or by the state for the purpose of making loans to or purchasing the bonds of school districts for the purpose of acquisition, construction, or improvement of instructional facilities including all furnishings thereto. If any payment is required to be made by the permanent school fund as a result of its guarantee of bonds issued by the state, an amount equal to this payment shall be immediately paid by the state from the treasury to the permanent school fund. An amount owed by the state to the

permanent school fund under this section shall be a general obligation of the state until paid. The amount of bonds authorized hereunder shall not exceed \$750 million or a higher amount authorized by a two-thirds record vote of both houses of the legislature. If the proceeds of bonds issued by the state are used to provide a loan to a school district and the district becomes delinquent on the loan payments, the amount of the delinquent payments shall be offset against state aid to which the district is otherwise entitled.

(e) The legislature may appropriate part of the available school fund for administration of a bond guarantee program established under this section.

(f) Notwithstanding any other provision of this constitution, in managing the assets of the permanent school fund, the State Board of Education may acquire, exchange, sell, supervise, manage, or retain, through procedures and subject to restrictions it establishes and in amounts it considers appropriate, any kind of investment, including investments in the Texas growth fund created by Article XVI, Section 70, of this constitution, that persons of ordinary prudence, discretion, and intelligence, exercising the judgment and care under the circumstances then prevailing, acquire or retain for their own account in the management of their affairs, not in regard to speculation but in regard to the permanent disposition of their funds, considering the probable income as well as the probable safety of their capital.

(g) Notwithstanding Subsection (a) of this section, the total amount distributed from the permanent school fund to the available school fund for the state fiscal years beginning September 1, 2003, and September 1, 2004, must be an amount equal to 4.5 percent of the average of the market value of the permanent school fund, excluding real property belonging to the fund that is managed, sold, or acquired under Section 4 of this article, on the last day of each of the 16 state fiscal quarters preceding the regular session of the 78th Legislature.

(h) Subsection (g) of this section and this subsection expire December 1, 2006.

(Amended Aug. 11, 1891, and Nov. 3, 1964; Subsec. (a) amended and (b) and (c) added Nov. 8, 1983; Subsec. (d) added Nov. 8, 1988; Subsec. (b) amended Nov. 7, 1989; Subsec. (a) amended, a new (b) added, a portion of (a) redesignated as (c), former (b) and (c) amended, former (b)-(d) redesignated as (d)-(f), and (g) and (h) added Sept. 13, 2003.)

Report from the Commissioner of Education Regarding Instructional Materials Offered for Adoption under *Proclamation 2019*

November 16, 2018

**COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION**

SUMMARY: This item provides the opportunity for the State Board of Education (SBOE) to adopt materials submitted for review in response to *Proclamation 2019*. The board issued *Proclamation 2019* in April 2017, calling for materials in English language arts and reading, kindergarten–grade 8; Spanish language arts and reading, Kindergarten–Grade 6; English Learners Language Arts, Grades 7 and 8; handwriting (English and Spanish), Kindergarten–Grade 5; spelling (English and Spanish), Grades 1–6; and Personal Financial Literacy. Products submitted in response to *Proclamation 2019* were reviewed in the summer of 2018. This item presents the final report from the commissioner of education regarding the coverage of the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS), alleged factual errors, and information regarding whether a publisher on the list has previously refused to rebid instructional materials.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§31.023 and 31.024

TEC, §31.023, requires the SBOE to adopt a list of instructional materials that meet applicable physical specifications and contain material covering at least half of the applicable TEKS in the student version and in the teacher version.

TEC §31.024, requires the SBOE to make decisions to place material on the adopted list or reject material by majority vote and to provide a list of adopted materials no later than December 1 of the year prior to the year the materials are expected to be in classrooms.

PREVIOUS BOARD ACTION: *Proclamation 2019* was issued by the SBOE in April 2017. Amendments to *Proclamation 2019* were approved at the April 2018 SBOE meeting.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: The board issued *Proclamation 2019* at its April 2017 meeting. The review of *Proclamation 2019* instructional materials concluded in July 2018.

FISCAL IMPACT: None.

GOVERNMENT GROWTH IMPACT: None.

PROCEDURAL AND REPORTING IMPLICATIONS: None.

PUBLIC COMMENTS: A public hearing was held on September 11, 2018.

OTHER COMMENTS AND RELATED ISSUES: None.

MOTION TO BE CONSIDERED: The State Board of Education:

Require that all publishers make corrections listed in the *Report of Required Corrections of Factual Errors* and the Proclamation 2019 *Editorial Changes*;

Require that all instructional materials meet established manufacturing standards and specifications;

Approve changes and corrections submitted in response to written comments and public testimony; and

Place instructional materials submitted for adoption on the adopted list as indicated on the *List of Instructional Materials Eligible for Adoption Under Proclamation 2019*.

Staff Members Responsible: Monica Martinez, Associate Commissioner
Standards and Support Services

Kelly Callaway, Senior Director
Instructional Materials

Attachment I: Statutory Citations

Attachment II: *List of Instructional Materials Eligible for Adoption Under Proclamation 2019*

Separate Exhibits: *Report of Required Corrections of Factual Errors*
Proclamation 2019 Public-Reported Errors and Comments

ATTACHMENT I

Statutory Citations Relating to the Report from the Commissioner of Education Regarding Instructional Materials Offered for Adoption under *Proclamation 2019*

Texas Education Code, §31.023. Instructional Material List.

- (a) For each subject and grade level, the State Board of Education shall adopt a list of instructional materials. The list includes each instructional material submitted for the subject and grade level that meets applicable physical specifications adopted by the State Board of Education and contains material covering at least half of the elements of the essential knowledge and skills of the subject and grade level in the student version of the instructional material, as well as in the teacher version of the instructional material, as determined by the State Board of Education under Section 28.002 and adopted under Section 31.024.
- (a-1) The State Board of Education shall determine the percentage of the elements of the essential knowledge and skills of the subject and grade level covered by each instructional material submitted. The board's determination under this subsection is final.
- (b) Each instructional material on the list must be:
 - (1) free from factual errors;
 - (2) suitable for the subject and grade level for which the instructional material was submitted;
 - and
 - (3) reviewed by academic experts in the subject and grade level for which the instructional material was submitted.

Texas Education Code, §31.024, Adoption by State Board of Education:

- (a) By majority vote, the State Board of Education shall:
 - (1) place each submitted instructional material on the list adopted under Section 31.023; or
 - (2) reject instructional material submitted for placement on that list.
- (b) Not later than December 1 of the year preceding the school year for which the instructional materials for a particular subject and grade level will be purchased under the cycle adopted by the board under Section 31.022, the board shall provide the list of adopted instructional materials to each school district.

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Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
English Language Arts and Reading							
Kindergarten							
Center for the Collaborative Classroom	9781682464465	Collaborative Literacy, Grade K	Print with digital components	76.79	76.79	N/A	100
Houghton Mifflin Harcourt	9781328556271	Texas Houghton Mifflin Harcourt Into Reading Hybrid Classroom Package Grade K	Print with digital components	100	100	N/A	100
Houghton Mifflin Harcourt	9781328560124	Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade K	Online	100	100	N/A	100
Imagination Station, Inc./Istation	9781936324378	Istation Reading	Online	94.64	94.64	N/A	100
Learning A-Z, LLC.	9780692552841	Raz-Plus ELL Edition	Online	89.29	89.29	N/A	100
McGraw-Hill School Division	9780076876068	Texas Wonders Grade K	Print	100	100	N/A	100
McGraw-Hill School Division	9780076876051	Texas Wonders Grade K	Online	100	100	N/A	100
Pearson Education, Inc., publishing as Scott Foresman	9780134919904	Texas myView Literacy—Print + Online, Grade K	Print with digital components	100	100	N/A	100
Pearson Education, Inc., publishing as Scott Foresman	9780134906348	Texas myView Literacy—Online, Grade K	Online	100	100	N/A	100
TPS Publishing, Inc.	9781788051521	TPS Publishing Inc. Creative English Language Arts & Reading Grade Kindergarten—Print Class Set	Print	100	100	N/A	100
TPS Publishing, Inc.	9781788050296	TPS Publishing Inc. Creative English Language Arts & Reading Grade Kindergarten—Print with basic online class set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788051545	TPS Publishing Inc. Creative English Language Arts & Reading Grade Kindergarten—Print with Online Class Set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788051859	TPS Publishing Inc. Creative English Language Arts & Reading Grade Kindergarten—Online Class Set	Online	100	100	N/A	100
TPS Publishing, Inc.	9781788051866	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten—Print Class Set	Print	100	100	N/A	100

Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
Kindergarten (continued)							
TPS Publishing, Inc.	9781788051002	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten—Print with basic online class set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788051873	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten—Print with Online Class Set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788052207	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten—Online only Class Set	Online	100	100	N/A	100
First Grade							
Center for the Collaborative Classroom	9781682464458	Collaborative Literacy, Grade 1	Print with digital components	78.33	78.33	N/A	100
Houghton Mifflin Harcourt	9781328560131	Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade 1	Online	100	100	N/A	100
Houghton Mifflin Harcourt	9781328556288	Texas Houghton Mifflin Harcourt Into Reading Hybrid Classroom Package Grade 1	Print with digital components	100	100	N/A	100
Imagination Station, Inc./Istation	9781936324378	Istation Reading	Online	96.67	96.67	N/A	100
Learning A-Z, LLC.	9780692552841	Raz-Plus ELL Edition	Online	85	85	N/A	100
McGraw-Hill School Division	9780076876174	Texas Wonders Grade 1	Online	100	100	N/A	100
McGraw-Hill School Division	9780076876099	Texas Wonders Grade 1	Print	100	100	N/A	100
Pearson Education, Inc., publishing as Scott Foresman	9780134906355	Texas myView Literacy—Online, Grade 1	Online	100	100	N/A	100
Pearson Education, Inc., publishing as Scott Foresman	9780134919911	Texas myView Literacy—Print + Online, Grade 1	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788052238	TPS Publishing Inc. Creative English Language Arts & Reading Grade One—Online Class Set	Online	100	100	N/A	100
TPS Publishing, Inc.	9781788050609	TPS Publishing Inc. Creative English Language Arts & Reading Grade One—Print with basic online class set	Print with digital components	100	100	N/A	100

Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
First Grade (continued)							
TPS Publishing, Inc.	9781788052221	TPS Publishing Inc. Creative English Language Arts & Reading Grade One—Print with Online Class Set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788052214	TPS Publishing Inc. Creative English Language Arts & Reading Grade One—Print Class Set	Print	100	100	N/A	100
TPS Publishing, Inc.	9781788052269	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One—Online only Class Set	Online	100	100	N/A	100
TPS Publishing, Inc.	9781788051019	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One—Print with basic online class set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788052252	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One—Print with Online Class Set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788052245	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One—Print Class Set	Print	100	100	N/A	100
Second Grade							
Center for the Collaborative Classroom	9781682464441	Collaborative Literacy, Grade 2	Print with digital components	72.58	72.58	N/A	100
Houghton Mifflin Harcourt	9781328560148	Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade 2	Online	100	100	N/A	100
Houghton Mifflin Harcourt	9781328556295	Texas Houghton Mifflin Harcourt Into Reading Hybrid Classroom Package Grade 2	Print with digital components	100	100	N/A	100
Imagination Station, Inc./istation	9781936324378	Istation Reading	Online	98.39	98.39	N/A	100
Learning A-Z, LLC.	9780692552841	Raz-Plus ELL Edition	Online	82.26	82.26	N/A	100
McGraw-Hill School Division	9780076876181	Texas Wonders Grade 2	Online	100	100	N/A	100
McGraw-Hill School Division	9780076876105	Texas Wonders Grade 2	Print	100	100	N/A	100
Pearson Education, Inc., publishing as Scott Foresman	9780134906362	Texas myView Literacy—Online, Grade 2	Online	100	100	N/A	100

Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
Second Grade (continued)							
Pearson Education, Inc., publishing as Scott Foresman	9780134919928	Texas myView Literacy—Print + Online, Grade 2	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788052290	TPS Publishing Inc. Creative English Language Arts & Reading Grade Two—Online Class Set	Online	100	100	N/A	100
TPS Publishing, Inc.	9781788050616	TPS Publishing Inc. Creative English Language Arts & Reading Grade Two—Print with basic online class set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788052283	TPS Publishing Inc. Creative English Language Arts & Reading Grade Two—Print with Online Class Set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788052276	TPS Publishing Inc. Creative English Language Arts & Reading Grade Two—Print Class Set	Print	100	100	N/A	100
TPS Publishing, Inc.	9781788052320	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Two—Online only Class Set	Online	100	100	N/A	100
TPS Publishing, Inc.	9781788052313	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Two—Print with Online Class Set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788051026	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Two—Print with Basic Online Class Set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788052306	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Two—Print Class Set	Print	100	100	N/A	100
Third Grade							
Center for the Collaborative Classroom	9781682464380	Collaborative Literacy: Texas Edition, Grade 3	Print with digital components	81.54	81.54	N/A	100
Houghton Mifflin Harcourt	9781328560155	Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade 3	Online	100	100	N/A	100
Houghton Mifflin Harcourt	9781328556301	Texas Houghton Mifflin Harcourt Into Reading Hybrid Classroom Package Grade 3	Print with digital components	100	100	N/A	100
Imagination Station, Inc./istation	9781936324378	Istation Reading	Online	100	100	N/A	100
Learning A-Z, LLC.	9780692552841	Raz-Plus ELL Edition	Online	64.62	64.62	N/A	100

Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
Third Grade (continued)							
McGraw-Hill School Division	9780076876198	Texas Wonders Grade 3	Online	100	100	N/A	100
McGraw-Hill School Division	9780076876112	Texas Wonders Grade 3	Print	100	100	N/A	100
Pearson Education, Inc., publishing as Scott Foresman	9780134906379	Texas myView Literacy—Online, Grade 3	Online	100	100	N/A	100
Pearson Education, Inc., publishing as Scott Foresman	9780134919935	Texas myView Literacy—Print + Online, Grade 3	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788052351	TPS Publishing Inc. Creative English Language Arts & Reading Grade Three—Online Class Set	Online	100	100	N/A	100
TPS Publishing, Inc.	9781788052344	TPS Publishing Inc. Creative English Language Arts & Reading Grade Three—Print with Online Class Set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788050623	TPS Publishing Inc. Creative English Language Arts & Reading Grade Three—Print with basic online class set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788052337	TPS Publishing Inc. Creative English Language Arts & Reading Grade Three—Print Class Set	Print	100	100	N/A	100
TPS Publishing, Inc.	9781788052382	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Three—Online only Class Set	Online	100	100	N/A	100
TPS Publishing, Inc.	9781788052375	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Three—Print with Online Class Set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788051033	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Three—Print with basic online class set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788052368	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Three—Print Class Set	Print	100	100	N/A	100
Fourth Grade							
Center for the Collaborative Classroom	9781682464397	Collaborative Literacy: Texas Edition, Grade 4	Print with digital components	85.71	85.71	N/A	100
Houghton Mifflin Harcourt	9781328560162	Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade 4	Online	100	100	N/A	100

Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
Fourth Grade (continued)							
Houghton Mifflin Harcourt	9781328560209	Texas Houghton Mifflin Harcourt Into Reading Hybrid Classroom Package Grade 4	Print with digital components	100	100	N/A	100
Imagination Station, Inc./Istation	9781936324378	Istation Reading	Online	93.65	93.65	N/A	100
Learning A-Z, LLC.	9780692552841	Raz-Plus ELL Edition	Online	71.43	71.43	N/A	100
McGraw-Hill School Division	9780076876228	Texas Wonders Grade 4	Online	100	100	N/A	100
McGraw-Hill School Division	9780076876136	Texas Wonders Grade 4	Print	100	100	N/A	100
Pearson Education, Inc., publishing as Scott Foresman	9780134906386	Texas myView Literacy—Online, Grade 4	Online	100	100	N/A	100
Pearson Education, Inc., publishing as Scott Foresman	9780134919959	Texas myView Literacy—Print + Online, Grade 4	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788052412	TPS Publishing Inc. Creative English Language Arts & Reading Grade Four—Online Class Set	Online	100	100	N/A	100
TPS Publishing, Inc.	9781788052405	TPS Publishing Inc. Creative English Language Arts & Reading Grade Four—Print with Online Class Set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788050951	TPS Publishing Inc. Creative English Language Arts & Reading Grade Four—Print with basic online class set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788052399	TPS Publishing Inc. Creative English Language Arts & Reading Grade Four—Print Class Set	Print	100	100	N/A	100
TPS Publishing, Inc.	9781788052443	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Four—Online only Class Set	Online	100	100	N/A	100
TPS Publishing, Inc.	9781788051040	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Four—Print with basic online class set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788052436	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Four—Print with Online Class Set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788052429	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Four—Print Class Set	Print	100	100	N/A	100

Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
Fifth Grade							
Center for the Collaborative Classroom	9781682464403	Collaborative Literacy: Texas Edition, Grade 5	Print with digital components	80.95	80.95	N/A	100
Houghton Mifflin Harcourt	9781328560179	Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade 5	Online	100	100	N/A	100
Houghton Mifflin Harcourt	9781328560216	Texas Houghton Mifflin Harcourt Into Reading Hybrid Classroom Package Grade 5	Print with digital components	100	100	N/A	100
Imagination Station, Inc./istation	9781936324378	Istation Reading	Online	100	100	N/A	100
Learning A-Z, LLC.	9780692552841	Raz-Plus ELL Edition	Online	74.60	74.60	N/A	100
McGraw-Hill School Division	9780076876235	Texas Wonders Grade 5	Online	100	100	N/A	100
McGraw-Hill School Division	9780076876143	Texas Wonders Grade 5	Print	100	100	N/A	100
Pearson Education, Inc., publishing as Scott Foresman	9780134906393	Texas myView Literacy—Online, Grade 5	Online	100	100	N/A	100
Pearson Education, Inc., publishing as Scott Foresman	9780134919966	Texas myView Literacy—Print + Online, Grade 5	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788052191	TPS Publishing Inc. Creative English Language Arts & Reading Grade Five—Online Class Set	Online	100	100	N/A	100
TPS Publishing, Inc.	9781788050968	TPS Publishing Inc. Creative English Language Arts & Reading Grade Five—Print with basic online class set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788052467	TPS Publishing Inc. Creative English Language Arts & Reading Grade Five—Print with Online Class Set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788052450	TPS Publishing Inc. Creative English Language Arts & Reading Grade Five—Print Class Set	Print	100	100	N/A	100
TPS Publishing, Inc.	9781788052160	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Five—Online Class Set	Online	100	100	N/A	100
TPS Publishing, Inc.	9781788051057	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Five—Print with basic online class set	Print with digital components	100	100	N/A	100

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Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
Fifth Grade (continued)							
TPS Publishing, Inc.	9781788052177	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Five—Print with Online Class Set	Print with digital components	100	100	N/A	100
TPS Publishing, Inc.	9781788052184	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Five—Print Class Set	Print	100	100	N/A	100
Sixth Grade							
EMC Publishing, LLC.	9781533836847	Mirrors & Windows: Connecting with Literature—Grade 6	Online	100	100	100	100
EMC Publishing, LLC.	9781533836632	Mirrors & Windows: Connecting with Literature—Grade 6	Print	100	100	100	100
StrongMind	9781948544009	Texas English Language Arts Grade 6	Online	80.95	80.95	100	100
Houghton Mifflin Harcourt	9781328554925	Texas Houghton Mifflin Harcourt Into Literature Digital Classroom Package Grade 6	Online	100	100	100	100
Houghton Mifflin Harcourt	9781328556110	Texas Houghton Mifflin Harcourt Into Literature Hybrid Classroom Package Grade 6	Print with digital components	100	100	100	100
Imagination Station, Inc./Istation	9781936324378	Istation Reading	Online	96.83	96.83	100	100
McGraw-Hill School Division	9780076876006	Texas StudySync Grade 6	Online	100	100	100	100
Pearson Education, Inc., publishing as Prentice Hall	9781418278281	myPerspectives Texas English Language Arts—Online, Grade 6	Online	100	100	100	100
Pearson Education, Inc., publishing as Prentice Hall	9781418282530	myPerspectives Texas English Language Arts—Print + Online, Grade 6	Print with digital components	100	100	100	100
Perfection Learning Corporation	9781531125806	Texas Connections, Grade 6	Online	100	100	100	100
The College Board	9781457311352	SpringBoard, English Language Arts, Grade 6, 2020 Texas Edition	Online	100	100	100	100
ThinkCERCA	9780999856130	ThinkCERCA, Texas Edition, 6th Grade	Online	93.65	93.65	100	100

Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
Sixth Grade (continued)							
TPS Publishing, Inc.	9781788051903	TPS Publishing Inc. Creative English Language Arts & Reading Grade Six—Online Class Set	Online	100	100	100	100
TPS Publishing, Inc.	9781788050975	TPS Publishing Inc. Creative English Language Arts & Reading Grade Six—Print with basic online class set	Print with digital components	100	100	100	100
TPS Publishing, Inc.	9781788051897	TPS Publishing Inc. Creative English Language Arts & Reading Grade Six—Print with Online Class Set	Print with digital components	100	100	100	100
TPS Publishing, Inc.	9781788051880	TPS Publishing Inc. Creative English Language Arts & Reading Grade Six—Print Class Set	Print	100	100	100	100
TPS Publishing, Inc.	9781788051934	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six—Online only Class Set	Online	100	100	100	100
TPS Publishing, Inc.	9781788051927	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six—Print with Online Class Set	Print with digital components	100	100	100	100
TPS Publishing, Inc.	9781788051064	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six—Print with basic online class set	Print with digital components	100	100	100	100

Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
Sixth Grade (continued)							
TPS Publishing, Inc.	9781788051910	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six—Print Class Set	Print	100	100	100	100
Seventh Grade							
EMC Publishing, LLC.	9781533836854	Mirrors & Windows: Connecting with Literature—Grade 7	Online	100	100	100	100
EMC Publishing, LLC.	9781533836649	Mirrors & Windows: Connecting with Literature—Grade 7	Print	100	100	100	100
StrongMind	9781948544016	Texas English Language Arts Grade 7	Online	82.54	82.54	100	100
Houghton Mifflin Harcourt	9781328554932	Texas Houghton Mifflin Harcourt Into Literature Digital Classroom Package Grade 7	Online	100	100	100	100
Houghton Mifflin Harcourt	9781328556127	Texas Houghton Mifflin Harcourt Into Literature Hybrid Classroom Package Grade 7	Print with digital components	100	100	100	100
Imagination Station, Inc./Istation	9781936324378	Istation Reading	Online	100	100	100	100
McGraw-Hill School Division	9780076876013	Texas StudySync Grade 7	Online	100	100	100	100
Pearson Education, Inc., publishing as Prentice Hall	9781418278298	myPerspectives Texas English Language Arts—Online, Grade 7	Online	100	100	100	100
Pearson Education, Inc., publishing as Prentice Hall	9781418282547	myPerspectives Texas English Language Arts—Print + Online, Grade 7	Print with digital components	100	100	100	100
Perfection Learning Corporation	9781531125837	Texas Connections, Grade 7	Online	100	100	100	100
The College Board	9781457311369	SpringBoard, English Language Arts, Grade 7, 2020 Texas Edition	Online	100	100	100	100
ThinkCERCA	9780999856147	ThinkCERCA, Texas Edition, 7th Grade	Online	93.65	93.65	100	100
TPS Publishing, Inc.	9781788051996	TPS Publishing Inc. Creative English Language Arts & Reading Grade Seven—Online only Class Set	Online	100	100	100	100

Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
Seventh Grade (continued)							
TPS Publishing, Inc.	9781788050982	TPS Publishing Inc. Creative English Language Arts & Reading Grade Seven—Print with basic online class set	Online	100	100	100	100
TPS Publishing, Inc.	9781788051958	TPS Publishing Inc. Creative English Language Arts & Reading Grade Seven—Print with Online Class Set	Print with digital components	100	100	100	100
TPS Publishing, Inc.	9781788051941	TPS Publishing Inc. Creative English Language Arts & Reading Grade Seven—Print Class Set	Print	100	100	100	100
TPS Publishing, Inc.	9781788051965	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Seven—Online only Class Set	Online	100	100	100	100
TPS Publishing, Inc.	9781788051071	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Seven—Print with basic online class set	Print with digital components	100	100	100	100
TPS Publishing, Inc.	9781788051989	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Seven—Print with Online Class Set	Print with digital components	100	100	100	100
TPS Publishing, Inc.	9781788051972	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Seven—Print Class Set	Print	100	100	100	100
Eighth Grade							
EMC Publishing, LLC.	9781533836861	Mirrors & Windows: Connecting with Literature—Grade 8	Online	100	100	100	100
EMC Publishing, LLC.	9781533836656	Mirrors & Windows: Connecting with Literature—Grade 8	Print	100	100	100	100
StrongMind	9781948544023	Texas English Language Arts Grade 8	Online	81.25	81.25	100	100
Houghton Mifflin Harcourt	9781328554949	Texas Houghton Mifflin Harcourt Into Literature Digital Classroom Package Grade 8	Online	100	100	100	100
Houghton Mifflin Harcourt	9781328556134	Texas Houghton Mifflin Harcourt Into Literature Hybrid Classroom Package Grade 8	Print with digital components	100	100	100	100
Imagination Station, Inc./Istation	9781936324378	Istation Reading	Online	87.50	87.50	100	100
McGraw-Hill School Division	9780076876044	Texas StudySync Grade 8	Online	100	100	100	100

Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
Eighth Grade (continued)							
Pearson Education, Inc., publishing as Prentice Hall	9781418278304	myPerspectives Texas English Language Arts—Online, Grade 8	Online	100	100	100	100
Pearson Education, Inc., publishing as Prentice Hall	9781418282554	myPerspectives Texas English Language Arts—Print + Online, Grade 8	Print with digital components	100	100	100	100
Perfection Learning Corporation	9781531125868	Texas Connections, Grade 8	Online	100	100	100	100
Tanglewood Publishing, Inc.	9781939100245	Surviving the Angel of Death: The True Story of a Mengele Twin in Auschwitz	Print with digital components	70.31	70.31	100	100
The College Board	9781457311376	SpringBoard, English Language Arts, Grade 8, 2020 Texas Edition	Online	100	100	100	100
ThinkCERCA	9780999856178	ThinkCERCA, Texas Edition, 8th Grade	Online	93.75	93.75	100	100
TPS Publishing, Inc.	9781788052016	TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight—Online Class Set	Online	100	100	100	100
TPS Publishing, Inc.	9781788051255	TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight—Print with Online Class Set	Print with digital components	100	100	100	100
TPS Publishing, Inc.	9781788050999	TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight—Print with basic online class set	Print with digital components	100	100	100	100
TPS Publishing, Inc.	9781788052009	TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight—Print class set	Print	100	100	100	100
TPS Publishing, Inc.	9781788052054	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Eight—Online only Class Set	Online	100	100	100	100
TPS Publishing, Inc.	9781788052047	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Eight—Print with Online Class Set	Print with digital components	100	100	100	100
TPS Publishing, Inc.	9781788051088	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Eight—Print with basic online class set	Print with digital components	100	100	100	100
TPS Publishing, Inc.	9781788052030	TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Eight—Print Class Set	Print	100	100	100	100

Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
Handwriting, Kindergarten							
InterEthnic, LLC.	9781642557480	Beginning to Write in Alphabet Harbor	Print	100	100	N/A	N/A
Learning Without Tears	9781939814814	Handwriting Without Tears Transitional Kindergarten	Print	100	100	N/A	N/A
Learning Without Tears	9781939814821	Handwriting Without Tears Kindergarten	Print	100	100	N/A	N/A
Perfection Learning Corporation	9781531125547	Benson Handwriting, Grade K, vertical manuscript	Print	100	100	N/A	N/A
Perfection Learning Corporation	9781531125554	Benson Handwriting, Grade K, slant manuscript	Print	100	100	N/A	N/A
Universal Publishing	9781934732670	Universal Handwriting Beginning Manuscript, grade K	Print	100	100	N/A	N/A
Zaner-Bloser, Inc.	9781453122365	Zaner-Bloser Handwriting © 2020 Grade K	Print	100	100	N/A	N/A
Handwriting, First Grade							
InterEthnic, LLC.	9781642557473	Handwriting with the Harbor Friends Level 1	Print	100	100	N/A	N/A
Learning Without Tears	9781939814838	Handwriting Without Tears 1st Grade	Print	100	100	N/A	N/A
Perfection Learning Corporation	9781531125585	Benson Handwriting, Grade 1, vertical manuscript	Print	100	100	N/A	N/A
Perfection Learning Corporation	9781531125592	Benson Handwriting, Grade 1, slant manuscript	Print	100	100	N/A	N/A
Universal Publishing	9781934732687	Universal Handwriting Reinforcing Manuscript, grade 1	Print	100	100	N/A	N/A
Zaner-Bloser, Inc.	9781453122372	Zaner-Bloser Handwriting © 2020 Grade 1	Print	100	100	N/A	N/A

Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
Handwriting, Second Grade							
InterEthnic, LLC.	9781642557466	Handwriting with the Harbor Friends Level 2	Print	100	100	N/A	N/A
Learning Without Tears	9781939814845	Handwriting Without Tears 2nd Grade	Print	100	100	N/A	N/A
Perfection Learning Corporation	9781531125622	Benson Handwriting, Grade 2 Transition, vertical manuscript/cursive	Print	100	100	N/A	N/A
Perfection Learning Corporation	9781531125639	Benson Handwriting, Grade 2 Transition, slant manuscript/cursive	Print	100	100	N/A	N/A
Universal Publishing	9781934732700	Universal Handwriting Manuscript Review and Introduction to Cursive, grade 2	Print	100	100	N/A	N/A
Zaner-Bloser, Inc.	9781453122389	Zaner-Bloser Handwriting © 2020 Grade 2	Print	100	100	N/A	N/A
Handwriting, Third Grade							
Learning Without Tears	9781939814852	Handwriting Without Tears 3rd Grade	Print	100	100	N/A	N/A
Perfection Learning Corporation	9781531125660	Benson Handwriting, Grade 3, vertical manuscript/cursive	Print	100	100	N/A	N/A
Perfection Learning Corporation	9781531125677	Benson Handwriting, Grade 3, slant manuscript/cursive	Print	100	100	N/A	N/A
Universal Publishing	9781934732717	Universal Handwriting Beginning Cursive, grade 3	Print	100	100	N/A	N/A
Zaner-Bloser, Inc.	9781453122396	Zaner-Bloser Handwriting © 2020 Grade 3	Print	100	100	N/A	N/A
Handwriting, Fourth Grade							
InterEthnic, LLC.	9781642557442	Handwriting with the Harbor Pals	Print	100	100	N/A	N/A
Learning Without Tears	9781939814869	Handwriting Without Tears 4th Grade	Print	100	100	N/A	N/A

Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
Handwriting, Fourth Grade (continued)							
Perfection Learning Corporation	9781531125707	Benson Handwriting, Grade 4	Print	100	100	N/A	N/A
Universal Publishing	9781934732724	Universal Handwriting Reinforcing Cursive, grade 4	Print	100	100	N/A	N/A
Zaner-Bloser, Inc.	9781453122402	Zaner-Bloser Handwriting © 2020 Grade 4	Print	100	100	N/A	N/A
Handwriting, Fifth Grade							
InterEthnic, LLC.	9781642557435	Handwriting with the Harbor Pals Pro	Print	100	100	N/A	N/A
Learning Without Tears	9781939814876	Handwriting Without Tears 5th Grade	Print	100	100	N/A	N/A
Perfection Learning Corporation	9781531125721	Benson Handwriting, Grade 5	Print	100	100	N/A	N/A
Universal Publishing	9781934732731	Universal Handwriting Mastering Cursive, grade 5	Print	100	100	N/A	N/A
Zaner-Bloser, Inc.	9781453122419	Zaner-Bloser Handwriting © 2020 Grade 5	Print	100	100	N/A	N/A
Spelling, First Grade							
InterEthnic, LLC.	9781642557824	Beginning to Spell in Alphabet Harbor	Print	100	100	N/A	N/A
Zaner-Bloser, Inc.	9781453122488	Spelling Connections © 2020 Grade 1	Print	100	100	N/A	N/A
Spelling, Second Grade							
Zaner-Bloser, Inc.	9781453122495	Spelling Connections © 2020 Grade 2	Print	100	100	N/A	N/A

Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
Spelling, Third Grade							
Zaner-Bloser, Inc.	9781453122501	Spelling Connections © 2020 Grade 3	Print	100	100	N/A	N/A
Spelling, Fourth Grade							
Zaner-Bloser, Inc.	9781453122518	Spelling Connections © 2020 Grade 4	Print	100	100	N/A	N/A
Spelling, Fifth Grade							
Zaner-Bloser, Inc.	9781453122525	Spelling Connections © 2020 Grade 5	Print	100	100	N/A	N/A
Spelling, Sixth Grade							
Zaner-Bloser, Inc.	9781453122532	Spelling Connections © 2020 Grade 6	Print	100	100	N/A	N/A
Spanish Language Arts and Reading							
Kindergarten							
EDUSPARK, INC.	9781948617567	Lengua, Ritmo y Cultura Kindergarten KIT	Online with print components	67.86	67.86	N/A	N/A
Houghton Mifflin Harcourt	9781328560186	Texas Houghton Mifflin Harcourt ¡Arriba la lectura! Digital Classroom Package Grade K	Online	100	100	N/A	N/A
Houghton Mifflin Harcourt	9781328560223	Texas Houghton Mifflin Harcourt ¡Arriba la lectura! Hybrid Classroom Package Grade K	Print with digital components	100	100	N/A	N/A
Imagination Station, Inc./istation	9781936324279	Istation Reading en Espanol	Online	91.07	91.07	N/A	N/A
McGraw-Hill School Division	9780076876365	Texas Maravillas Grade K	Online	100	100	N/A	N/A
McGraw-Hill School Division	9780076876242	Texas Maravillas Grade K	Print	100	100	N/A	N/A

Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
Kindergarten (continued)							
Pearson Education, Inc., publishing as Scott Foresman	9780134914947	Texas miVisión Lectura—Online, Grade K	Online	100	100	N/A	N/A
Pearson Education, Inc., publishing as Scott Foresman	9780134920511	Texas miVisión Lectura—Print + Online, Grade K	Print with digital components	100	100	N/A	N/A
First Grade							
EDUSPARK, INC.	9781948617574	Lengua, Ritmo y Cultura 1 KIT	Online with print components	58.33	58.33	N/A	N/A
Houghton Mifflin Harcourt	9781328560193	Texas Houghton Mifflin Harcourt ¡Arriba la lectura! Digital Classroom Package Grade 1	Online	100	100	N/A	N/A
Houghton Mifflin Harcourt	9781328560230	Texas Houghton Mifflin Harcourt ¡Arriba la lectura! Hybrid Classroom Package Grade 1	Print with digital components	100	100	N/A	N/A
Imagination Station, Inc./istation	9781936324279	Istation Reading en Espanol	Online	90	90	N/A	N/A
McGraw-Hill School Division	9780076876297	Texas Maravillas Grade 1	Online	100	100	N/A	N/A
McGraw-Hill School Division	9780076876273	Texas Maravillas Grade 1	Print	100	100	N/A	N/A
Pearson Education, Inc., publishing as Scott Foresman	9780134914954	Texas miVisión Lectura—Online, Grade 1	Online	100	100	N/A	N/A
Pearson Education, Inc., publishing as Scott Foresman	9780134920528	Texas miVisión Lectura—Print + Online, Grade 1	Print with digital components	100	100	N/A	N/A
Second Grade							
Houghton Mifflin Harcourt	9781328560285	Texas Houghton Mifflin Harcourt ¡Arriba la lectura! Digital Classroom Package Grade 2	Online	100	100	N/A	N/A
Houghton Mifflin Harcourt	9781328560247	Texas Houghton Mifflin Harcourt ¡Arriba la lectura! Hybrid Classroom Package Grade 2	Print with digital components	100	100	N/A	N/A
Imagination Station, Inc./istation	9781936324279	Istation Reading en Espanol	Online	98.39	98.39	N/A	N/A

Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
Second Grade (continued)							
McGraw-Hill School Division	9780076876402	Texas Maravillas Grade 2	Online	100	100	N/A	N/A
McGraw-Hill School Division	9780076876280	Texas Maravillas Grade 2	Print	100	100	N/A	N/A
Pearson Education, Inc., publishing as Scott Foresman	9780134914961	Texas miVisión Lectura—Online, Grade 2	Online	100	100	N/A	N/A
Pearson Education, Inc., publishing as Scott Foresman	9780134920535	Texas miVisión Lectura—Print + Online, Grade 2	Print with digital components	100	100	N/A	N/A
Third Grade							
Houghton Mifflin Harcourt	9781328560292	Texas Houghton Mifflin Harcourt ¡Arriba la lectura! Digital Classroom Package Grade 3	Online	100	100	N/A	N/A
Houghton Mifflin Harcourt	9781328560254	Texas Houghton Mifflin Harcourt ¡Arriba la lectura! Hybrid Classroom Package Grade 3	Print with digital components	100	100	N/A	N/A
Imagination Station, Inc./Istation	9781936324279	Istation Reading en Español	Online	51.52	51.52	N/A	N/A
McGraw-Hill School Division	9780076876419	Texas Maravillas Grade 3	Online	100	100	N/A	N/A
McGraw-Hill School Division	9780076876310	Texas Maravillas Grade 3	Print	100	100	N/A	N/A
Pearson Education, Inc., publishing as Scott Foresman	9780134914978	Texas miVisión Lectura—Online, Grade 3	Online	100	100	N/A	N/A
Pearson Education, Inc., publishing as Scott Foresman	9780134920542	Texas miVisión Lectura—Print + Online, Grade 3	Print with digital components	100	100	N/A	N/A
Fourth Grade							
EDUSPARK, INC.	9781948617604	Lengua, Ritmo y Cultura 4 KIT	Online with print components	68.75	68.75	N/A	N/A
Houghton Mifflin Harcourt	9781328560308	Texas Houghton Mifflin Harcourt ¡Arriba la lectura! Digital Classroom Package Grade 4	Online	100	100	N/A	N/A

Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
Fourth Grade (continued)							
Houghton Mifflin Harcourt	9781328560261	Texas Houghton Mifflin Harcourt ¡Arriba la lectura! Hybrid Classroom Package Grade 4	Print with digital components	100	100	N/A	N/A
Imagination Station, Inc./istation	9781936324279	Istation Reading en Espanol	Online	92.19	92.19	N/A	N/A
McGraw-Hill School Division	9780076876426	Texas Maravillas Grade 4	Online	100	100	N/A	N/A
McGraw-Hill School Division	9780076876327	Texas Maravillas Grade 4	Print	100	100	N/A	N/A
Pearson Education, Inc., publishing as Scott Foresman	9780134914985	Texas miVisión Lectura—Online, Grade 4	Online	100	100	N/A	N/A
Pearson Education, Inc., publishing as Scott Foresman	9780134920559	Texas miVisión Lectura—Print + Online, Grade 4	Print with digital components	100	100	N/A	N/A
Fifth Grade							
EDUSPARK, INC.	9781948617611	Lengua, Ritmo y Cultura 5 KIT	Online with print components	78.13	78.13	N/A	N/A
Houghton Mifflin Harcourt	9781328560315	Texas Houghton Mifflin Harcourt ¡Arriba la lectura! Digital Classroom Package Grade 5	Online	100	100	N/A	N/A
Houghton Mifflin Harcourt	9781328560278	Texas Houghton Mifflin Harcourt ¡Arriba la lectura! Hybrid Classroom Package Grade 5	Print with digital components	100	100	N/A	N/A
Imagination Station, Inc./istation	9781936324279	Istation Reading en Espanol	Online	93.75	93.75	N/A	N/A
McGraw-Hill School Division	9780076876372	Texas Maravillas Grade 5	Online	100	100	N/A	N/A
McGraw-Hill School Division	9780076876358	Texas Maravillas Grade 5	Print	100	100	N/A	N/A
Pearson Education, Inc., publishing as Scott Foresman	9780134915005	Texas miVisión Lectura—Online, Grade 5	Online	100	100	N/A	N/A
Pearson Education, Inc., publishing as Scott Foresman	9780134920566	Texas miVisión Lectura—Print + Online, Grade 5	Print with digital components	100	100	N/A	N/A

Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
Handwriting, Kindergarten							
Learning Without Tears	9781939814883	Handwriting Without Tears, Spanish Transitional Kindergarten	Print	100	100	N/A	N/A
Learning Without Tears	9781939814890	Handwriting Without Tears, Spanish Kindergarten	Print	100	100	N/A	N/A
Perfection Learning Corporation	9781531125561	Benson Handwriting (Benson Escritura), Grade K Spanish, vertical manuscript	Print	100	100	N/A	N/A
Perfection Learning Corporation	9781531125578	Benson Handwriting (Benson Escritura), Grade K Spanish, slant manuscript	Print	100	100	N/A	N/A
Zaner-Bloser, Inc.	9781453122426	Zaner-Bloser La escritura © 2020 Grade K	Print	100	100	N/A	N/A
Handwriting, First Grade							
Learning Without Tears	9781939814906	Handwriting Without Tears, Spanish 1st Grade	Print	100	100	N/A	N/A
Perfection Learning Corporation	9781531125608	Benson Handwriting (Benson Escritura), Grade 1 Spanish, vertical manuscript	Print	100	100	N/A	N/A
Perfection Learning Corporation	9781531125615	Benson Handwriting (Benson Escritura), Grade 1 Spanish, slant manuscript	Print	100	100	N/A	N/A
Zaner-Bloser, Inc.	9781453122433	Zaner-Bloser La escritura © 2020 Grade 1	Print	100	100	N/A	N/A
Handwriting, Second Grade							
Learning Without Tears	9781939814913	Handwriting Without Tears, Spanish 2nd Grade	Print	100	100	N/A	N/A
Perfection Learning Corporation	9781531125646	Benson Handwriting (Benson Escritura), Grade 2 Transition Spanish, vertical manuscript/cursive	Print	100	100	N/A	N/A
Perfection Learning Corporation	9781531125653	Benson Handwriting (Benson Escritura), Grade 2 Transition Spanish, slant manuscript/cursive	Print	100	100	N/A	N/A
Zaner-Bloser, Inc.	9781453122440	Zaner-Bloser La escritura © 2020 Grade 2	Print	100	100	N/A	N/A

Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
Handwriting, Third Grade							
Learning Without Tears	9781939814920	Handwriting Without Tears, Spanish 3rd Grade	Print	100	100	N/A	N/A
Perfection Learning Corporation	9781531125684	Benson Handwriting (Benson Escritura), Grade 3 Spanish, vertical manuscript/cursive	Print	100	100	N/A	N/A
Perfection Learning Corporation	9781531125691	Benson Handwriting (Benson Escritura), Grade 3 Spanish, slant manuscript/cursive	Print	100	100	N/A	N/A
Zaner-Bloser, Inc.	9781453122457	Zaner-Bloser La escritura © 2020 Grade 3	Print	100	100	N/A	N/A
Handwriting, Fourth Grade							
Learning Without Tears	9781939814937	Handwriting Without Tears, Spanish 4th Grade	Print	100	100	N/A	N/A
Perfection Learning Corporation	9781531125714	Benson Handwriting (Benson Escritura), Grade 4 Spanish	Print	100	100	N/A	N/A
Zaner-Bloser, Inc.	9781453122464	Zaner-Bloser La escritura © 2020 Grade 4	Print	100	100	N/A	N/A
Handwriting, Fifth Grade							
Learning Without Tears	9781939814944	Handwriting Without Tears, Spanish 5th Grade	Print	100	100	N/A	N/A
Perfection Learning Corporation	9781531125738	Benson Handwriting (Benson Escritura), Grade 5 Spanish	Print	100	100	N/A	N/A
Zaner-Bloser, Inc.	9781453122471	Zaner-Bloser La escritura © 2020 Grade 5	Print	100	100	N/A	N/A

Proclamation 2019 List of Instructional Materials Eligible for Adoption

Course/Publisher	ISBN	Product Title	Media Format	TEKS: Student %	TEKS: Teacher %	ELPS: Student %	ELPS: Teacher %
Social Studies							
Personal Financial Literacy							
B.E. Publishing, Inc.	9781626894242	Personal Financial Literacy Digital eBook	Online	100	100	100	100
B.E. Publishing, Inc.	9781626894235	Personal Financial Literacy Textbook	Print with digital components	100	100	100	100
B.E. Publishing, Inc.	9781626894259	GoVenture Personal Finance	Online	100	100	100	100
Decker & Associates, Inc.	9780997734645	Real Life Personal Finance—Independent Study	Online	100	100	100	100
Decker & Associates, Inc.	9780997734652	Real Life Personal Finance—For The Classroom	Online	100	100	100	100
Decker & Associates, Inc.	9780997734669	Real Life Personal Finance—Dual Credit	Online	100	100	100	100
Goodheart-Willcox Company	9781683114826	FOUNDATIONS OF FINANCIAL LITERACY—ONLINE LEARNING SUITE	Online	98.33	98.33	100	100
Goodheart-Willcox Company	9781631261374	FOUNDATIONS OF FINANCIAL LITERACY—TEXT	Print	98.33	98.33	100	100
Ramsey Education (Dave Ramsey/Lampo)	9781936948499	Foundations in Personal Finance: High School Edition Foundations Digital Site	Online	86.67	86.67	100	100
Ramsey Education (Dave Ramsey/Lampo)	9781936948482	Foundations in Personal Finance: Print High School Edition	Print with digital components	86.67	86.67	100	100
The Curriculum Center for Family and Consumer Sciences	9780692063262	Dollars and Sense	Online	100	100	100	100

**Proposed Amendments to *Proclamation 2020* of the State Board of Education
Advertising for Bids for Instructional Materials**

November 16, 2018

**COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION**

SUMMARY: This item provides an opportunity for the State Board of Education (SBOE) to amend the *Proclamation 2020* schedule of adoption procedures to make minor changes to due dates to better align to SBOE meeting dates. *Proclamation 2020* calls for instructional materials for courses in high school English language arts and reading and English for speakers of other languages.

STATUTORY AUTHORITY: Statutory authority for this action is the TEC, §31.022, which requires the SBOE to adopt rules to provide for a full and complete investigation of instructional materials for each subject in the foundation curriculum and for each subject in the enrichment curriculum.

PREVIOUS BOARD ACTION: *Proclamation 2020* was issued by the SBOE in April 2018.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: A revised adoption cycle for instructional materials was approved by the SBOE in January 2012. The cycle was most recently adjusted in July 2017. The SBOE issued *Proclamation 2020* in April 2018.

FISCAL IMPACT: None.

GOVERNMENT GROWTH IMPACT: None.

PUBLIC AND STUDENT BENEFIT: Benefits include the availability of instructional materials aligned to new and revised standards in the year in which new and revised standards are implemented.

PROCEDURAL AND REPORTING IMPLICATIONS: None.

PUBLIC COMMENTS: None.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve proposed amendments to *Proclamation 2020* of the State Board of Education
Advertising for Bids for Instructional Materials.

OTHER COMMENTS AND RELATED ISSUES: The Report from the Commissioner of Education Regarding Instructional Materials Offered for Adoption under *Proclamation 2019* is included as a separate item in this agenda.

Staff Members Responsible: Monica Martinez, Associate Commissioner
Standards and Support Services

Kelly Callaway, Senior Director
Instructional Materials

Attachment I: Statutory Citations

Attachment II: Proposed Amendments to *Proclamation 2020*

ATTACHMENT I

Statutory Citations Relating to Proposed Amendments to *Proclamation 2020* of the State Board of Education Advertising for Bids for Instructional Materials

Texas Education Code, §31.022, Instructional Materials Review and Adoption:

- (a) The State Board of Education shall adopt a review and adoption cycle for instructional materials for elementary grade levels, including prekindergarten, and secondary grade levels, for each subject in the required curriculum under Section 28.002. In adopting the cycle, the board:
 - (1) is not required to review and adopt instructional materials for all grade levels in a single year; and
 - (2) shall give priority to instructional materials in the following subjects:
 - (A) foundation curriculum subjects for which the essential knowledge and skills have been substantially revised and for which assessment instruments are required under Subchapter B, Chapter 39, including career and technology courses that satisfy foundation curriculum requirements as provided by Section 28.002(n);
 - (B) foundation curriculum subjects for which the essential knowledge and skills have been substantially revised, including career and technology courses that satisfy foundation curriculum requirements as provided by Section 28.002(n);
 - (C) foundation curriculum subjects not described by Paragraph (A) or (B), including career and technology courses that satisfy foundation curriculum requirements as provided by Section 28.002(n); and
 - (D) enrichment curriculum subjects.
- (b) The board shall organize the cycle for subjects in the foundation curriculum so that not more than one-fourth of the instructional materials for subjects in the foundation curriculum are reviewed each biennium. The board shall adopt rules to provide for a full and complete investigation of instructional materials for each subject in the foundation curriculum every eight years. The adoption of instructional materials for a subject in the foundation curriculum may be extended beyond the eight-year period only if the content of instructional materials for a subject is sufficiently current.
- (b-1) Expired.
- (c) The board shall adopt rules to provide for a full and complete investigation of instructional materials for each subject in the enrichment curriculum on a cycle the board considers appropriate.
- (d) At least 12 months before the beginning of the school year for which instructional materials for a particular subject and grade level will be adopted under the review and adoption cycle, the board shall publish notice of the review and adoption cycle for those instructional materials. A request for production must allow submission of open-source instructional materials that are available for use by the state without charge on the same basis as instructional materials offered for sale.
- (d-1) **[2 Versions: As added by Acts 2011, 82nd Leg., ch. 1210]** A notice published under Subsection (d) must state that a publisher of an adopted textbook for a grade level other than prekindergarten must submit an electronic sample of the textbook as required by Sections 31.027(a) and (b) and may not submit a print sample copy.

- (d-1) **[2 Versions: As added by Acts 2011, 82nd Leg., 1st C.S., ch.6]** A notice published under Subsection (d) must state that a publisher of adopted instructional materials for a grade level other than prekindergarten must submit an electronic sample of the instructional materials as required by Sections 31.027(a) and (b) and may not submit a print sample copy.
- (e) The board shall designate a request for production of instructional materials in a subject area and grade level by the school year in which the instructional materials are intended to be made available in classrooms and not by the school year in which the board makes the request for production.
- (f) The board shall amend any request for production issued for the purchase of instructional materials to conform to the instructional materials funding levels provided by the General Appropriations Act for the year of implementation.

ATTACHMENT II

Proposed Amendments to *Proclamation 2020*, Schedule of Adoption Procedures

Schedule of Adoption Procedures

2018

January–February 2018 *Proclamation 2020* (for adoption in 2019 and implementation in the 2020–21 school year) is presented to the SBOE for discussion.

February–March 2018 TEA conducts a meeting to discuss *Proclamation 2020* with interested parties.

April 2018 *Proclamation 2020* is presented to the SBOE for action.

June 2018 *Proclamation 2020 Questions and Answers* is presented to the SBOE for approval.

August–September 2018

- TEA releases the *Proclamation 2020 Publisher Handbook*.
- TEA conducts a meeting for publishers interested in filing a *Statement of Intent to Bid*.
- TEA posts the *Nomination to State Review Panel* form to the TEA website and publicizes the opportunity to nominate panelists. (The nominations are due to TEA in February 2019.)

***Friday, December 7, 2018** The *Statement of Intent to Bid* and the *Company Information Form* are due from publishers to TEA. Publishers must file all documents by 5:00 p.m. CST in EMAT.

Note: Only those who file a Statement of Intent to Bid by 5:00 p.m. CST on Friday, December 7, 2018, will be allowed to participate in the adoption process ([19 TAC §66.28\(b\)](#)).

2019

*Friday, January 25, 2019

- The *Complete Description* for each product is due to TEA by 5:00 p.m. CST in EMAT.
- Each regional education service center (ESC) must have designated the person who will supervise the sample instructional materials, published a schedule specifying hours and dates sample materials may be reviewed by the public, and published a news release notifying area schools about sample instructional materials, the person to be contacted regarding sample instructional materials, and the hours and dates samples will be available for review by the public.

*All documents and forms must be submitted in a format approved by the commissioner of education.

***Friday, February 22, 2019**

- A preliminary *Correlations to Texas Essential Knowledge and Skills and English Language Proficiency Standards* for one course is due from publishers to TEA by 5:00 p.m. CST.
- Nominations to the state review panel are due.

April–May 2019 TEA notifies state review panel candidates of their appointment to a review panel.

Note: Upon initial contact by a representative of TEA, state review panel nominees begin a no-contact period in which they may have neither direct nor indirect communication regarding content of instructional materials under evaluation by the panel with any person having an interest in the adoption process.

***Friday, April 5, 2019**

- One complete, electronic, pre-adoption sample copy of instructional materials including a completed *Correlations to the TEKS and the ELPS* is due from publishers to TEA by 5:00 p.m. CDT ([TAC §66.28\(c\)](#)).
- One complete, electronic, pre-adoption sample copy of instructional materials including a completed *Correlations to the TEKS and the ELPS* is due from publishers to each of the twenty ESCs by 5:00 p.m. CDT ([TAC §66.28\(c\)](#)).

Note: Publishers of new (not currently adopted) digital/electronic programs, including online programs, are required to embed the correlations to the TEKS and the ELPS (if applicable) in the program. These correlations must link to the exact locations of the content that the publisher believes sufficiently addresses each student expectation.

Publishers are encouraged to add a draft watermark across samples to protect copyrighted information.

- An electronically signed *Affidavit of Authorship or Contribution*, certifying that each individual whose name is listed as an author or contributor of content contributed to the development of the materials and providing a general description of that contribution, is due from publishers to TEA by 5:00 p.m. CDT ([TAC §66.28\(e\)\(1\)](#)).
- The *Report on Interoperability and Ease of Use* is due from publishers to TEA by 5:00 p.m. CDT.

***Friday, April 12, 2019** By 5:00 p.m. CDT, ESCs must have notified TEA of any irregularities in electronic samples materials ([TAC §66.39\(b\)](#)).

May 2019 TEA provides details of upcoming state review panel meetings and instructions to publishers for delivery of materials for the state review panels.

Note: Delivered materials must include samples that contain all content that will be in the final product. The pre-adoption samples must be functional for review purposes and include their correlations to the TEKS and ELPS (as applicable). Print version samples must include only TEKS-bearing components. Ancillary materials are not permitted at the state review panel meetings. Publishers of instructional

*All documents and forms must be submitted in a format approved by the commissioner of education.

materials that require hardware or special equipment must provide appropriate hardware or equipment for the review ([TAC §66.28\(c\)](#)).

June–August 2019

- TEA conducts training for the state review panels ([TAC §66.36\(a\)](#)).
- The state review panels evaluate TEKS and ELPS coverage in instructional materials submitted for consideration ([TAC §66.36\(b\)\(1\)](#)).
- TEA releases a preliminary report on instructional materials under consideration ([TAC §66.63\(a\)](#)).

***Friday, August 9~~23~~, 2019** The *Certification of Editorial Review* is due from publishers to TEA by 5:00 p.m. CDT ([TAC §66.28 \(c\)\(11\)](#)). This form affirms that instructional materials have been edited for accuracy, content, and compliance with proclamation requirements.

***Friday, August 16~~30~~, 2019**

- Electronic samples of new content that was provided to and approved by the state review panels during the summer review and certification that all new content approved by the state review panel will be included in the final product are due from publishers to TEA by 5:00 p.m. CDT. TEA will post new content on the agency website.
- The *Identification of Corrections and Editorial Changes* either certifying that no corrections or edits are required or listing the corrections and editorial revisions to be made to the instructional materials is due from publishers to TEA by 5:00 p.m. CDT ([TAC §66.28\(c\)\(11\)](#)).
- The *Application for Texas Identification Number* is due from publishers to TEA by 5:00 p.m. CDT.
- Alleged factual errors in instructional materials under consideration for adoption identified by Texas residents are due to TEA by 5:00 p.m. CDT.
- Official written comments from Texas residents concerning materials under consideration for adoption are due to TEA by 5:00 p.m. CDT.

Note: Written comments and alleged factual errors received by this deadline will be presented to the SBOE at the September meeting and posted to the TEA website. Comments received after the deadline will be forwarded to the SBOE.

***Friday, August 30~~September 6~~, 2019** Eligible publishers who elect to protest the preliminary report must file a request for a show-cause hearing with TEA by 5:00 p.m. CDT ([TAC §66.63\(d\)](#)).

*All documents and forms must be submitted in a format approved by the commissioner of education.

September 2019

- The SBOE will hold a public hearing on instructional materials under consideration for adoption at the regularly scheduled SBOE meeting. An archived webcast of the hearing will be available through the TEA website ([TAC §66.42\(b\)](#)).
- Prior to the public hearing, TEA will post written comments and lists of alleged factual errors to the agency website and provide details regarding the opportunity to provide public testimony at the hearing ([TAC §66.42\(a\)\(3\)](#)).
- Members of the public have the opportunity to request to present at the public hearing; priority will be given to Texas residents ([TAC §66.42\(b\)\(1\)](#)). Not more than ten working days after the close of the public hearing, publishers may file responses to official written comments and public-reported factual errors from Texas residents and to testimony presented at the hearing. Responses must be submitted by 5:00 p.m. CDT.
- Not more than five working days after receiving them, TEA will post copies of responses to written or oral testimony on the agency website ([TAC §66.42\(b\)\(4\)](#)).

***Friday, September 27, 2019** *Order Processing Information Form* and initial official bids must be submitted in EMAT by 5:00 p.m. CDT ([TAC §66.28\(d\)](#)).

October 2019

- The *Report of Required Corrections* is posted on the agency website. The report contains errors reported by publishers by the deadline provided in this proclamation and errors reported by the state review panels ([TAC §66.63\(e\)](#)).
- The *List of Instructional Materials Eligible for Adoption Under Proclamation 2020* is posted on the agency website ([TAC §66.63\(e\)](#)).

*Friday, October 18, 2019

- The *Certification of Intent to Correct* is due from publishers to TEA by 5:00 p.m. CDT ([TAC §66.66\(b\)\(3\)](#)). This form affirms that the publisher agrees to make all required corrections in the *Report of Required Corrections*.
- The *Publisher's Disclosure of Campaign Contributions and Gifts*, listing any political contributions made in the preceding four years to a candidate or member of the SBOE, is due from publishers to TEA by 5:00 p.m. CDT ([SBOE Operating Rule 4.3](#)).

***Tuesday, November 5~~12~~, 2019** Content changes in materials under consideration for adoption made in response to public comment are due by 5:00 p.m. CST ([TAC §66.43\(b\)](#)).

Thursday, November 7~~14~~, 2019 Content changes received from publishers in response to public comment is posted on the agency website ([TAC §66.43\(b\)](#)).

***Wednesday, November 13~~20~~, 2019** Content changes made in response to public testimony provided at the November SBOE meeting are due by 5:00 p.m. CST ([TAC §66.43\(b\)](#)).

*All documents and forms must be submitted in a format approved by the commissioner of education.

November 2019 The SBOE takes action regarding materials submitted under *Proclamation 2020* ([TAC §66.66](#)). Publishers with materials not adopted by the SBOE are not required to fulfill remaining requirements of the proclamation.

Monday, December 2, 2019 The *List of Instructional Materials Adopted Under Proclamation 2020* is posted on the agency website.

***Friday, December 13, 2019** The *Register of Contact* indicating all visits, meetings, or contact with SBOE members beginning on February 2, 2018, including the date, time, location, and purpose of the communication, is due from publishers to TEA by 5:00 p.m. CST ([TAC §66.4\(b\)](#)).

2020

Friday, January 10, 2020 TEA provides the contact information of the designated braille producers to publishers of adopted printed instructional materials.

***Friday, January 24, 2020**

- Three copies of adopted print student materials, one copy of National Instructional Materials Accessibility Standard (NIMAS) files, and a screen shot from the National Instructional Materials Access Center (NIMAC) Validation Wizard showing that each file has successfully passed validation with “0 errors, 0 warnings” for both the XML file and OPF file are due from publishers to the designated braille producer by 5:00 p.m. CST ([TAC §66.27\(g\)\(6\)](#)).
- Three print copies and NIMAS files of blackline masters and any other materials included in the teacher component that are intended for student use are due from publishers to the designated braille producer by 5:00 p.m. CST ([TAC §66.27\(g\)\(6\)](#)).
- Supplemental bids are due. Publishers that wish to submit supplemental bids to add to or replace initial official bid submissions must submit bids in EMAT by 5:00 p.m. CST ([TAC §66.28\(d\)\(4\)](#)).
- The *Direct Deposit Form* from publishers that wish to receive payments for orders via direct deposit is due to TEA by 5:00 p.m. CST.
- The *Form 1295 Certificate of Interested Parties* is due from publishers to TEA by 5:00 p.m. CST ([Texas Government Code §2252.908](#)).

Friday, April 24, 2020 TEA provides the contact information of the designated large-print and audio producers to publishers of adopted printed instructional materials.

***Friday, May 8, 2020**

- One complete, electronic sample copy that incorporates all required corrections is due from publishers to TEA by 5:00 p.m. CDT. Corrected samples must be identical to the final product that will be sold in EMAT ([TAC §66.28\(c\)\(11\)](#)). (TEA may require additional corrected samples for use by contracted reviewers, members of the SBOE, and others.)

*All documents and forms must be submitted in a format approved by the commissioner of education.

- Publishers providing content accessed through the internet must supply TEA with all information, including locator information and passwords, required to ensure access to their programs throughout the life of the adoption. Any products for which publishers fail to meet this requirement will be removed from EMAT.
- The signed *Publisher's Affidavit* verifying that all required corrections have been made is due from publishers to TEA by 5:00 p.m. CDT ([TAC §66.28\(c\)\(11\)](#)).
- The *Certification of Compliance with Manufacturing Standards*, providing the physical specifications of the adopted instructional materials and certifying their adherence to prescribed manufacturing standards, is due from publishers to TEA by 5:00 p.m. CDT ([TAC §66.66\(b\)\(2\)](#)).
- A report produced by an independent third party verifying that each electronic component follows Web Content Accessibility Guidelines (WCAG) 2.0 AA standards and technical standards required by the Federal Rehabilitation Act, Section 508, is due from publishers to TEA by 5:00 p.m. CDT ([TAC §66.28\(a\)\(2\)](#)).
- Three complete copies of all adopted material intended for student use and one copy of the NIMAS files that incorporate all required corrections are due from publishers to the designated braille producer by 5:00 p.m. CDT. Corrected samples must be identical in content and format to materials that will be provided to school districts after purchase ([TAC §66.27\(g\)\(6\)](#)).
- One complete copy of all adopted material intended for student use and one copy of the NIMAS files that incorporate all required corrections are due from publishers to the designated large-print producer by 5:00 p.m. CDT. Corrected samples must be identical in content and format to materials that will be provided to school districts after purchase ([TAC §66.27\(g\)\(6\)](#)).
- One complete copy of all adopted material intended for student use and one copy of the NIMAS files that incorporate all required corrections are due from publishers to the designated audio producer by 5:00 p.m. CDT. Corrected samples must be identical in content and format to materials that will be provided to school districts after purchase ([TAC §66.27\(g\)\(6\)](#)).
- One copy of the NIMAS files that incorporates all required corrections is due from publishers to TEA by 5:00 p.m. CDT. Publishers are required to include a list of corrections made to original NIMAS file. If no corrections were made, the publisher must inform TEA. Corrected samples must be identical in content and format to materials that will be provided to school districts after purchase ([TAC §66.27\(g\)\(6\)](#)).
- One copy of corrected NIMAS files is due to the NIMAC.
- One complete, electronic copy of adopted instructional materials that incorporates all required corrections is due from publishers to each of the twenty ESCs by 5:00 p.m. CDT. Corrected samples must be identical to the final product that will be sold in EMAT ([TAC §66.39\(d\)](#)).
- Publishers providing internet-based instructional materials must supply the ESCs with all information, including locator information and passwords, required to ensure access to their programs throughout the life of the adoption.

*All documents and forms must be submitted in a format approved by the commissioner of education.

Note: Failure to provide any of the deliverables due on Friday, May 8, 2020, will result in the product's removal from the adopted list.

May 2020 Texas public schools that have funding available can begin submitting orders for new instructional materials through EMAT.

June–August 2020

- TEA sends executed contracts to publishers with adopted materials.
- Publishers distribute adopted instructional materials to Texas public schools ([TAC §66.73](#)). Each publisher must guarantee delivery of or access to instructional materials at least ten business days before the opening day of the 2020–21 school year if the materials have been ordered by July 1, 2020.
- TEA conducts an audit of all adopted instructional materials to ensure that publishers have made all corrections on the *Report of Required Corrections*.

*All documents and forms must be submitted in a format approved by the commissioner of education.

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Adoption of the *Long-Range Plan for Public Education*

November 16, 2018

COMMITTEE OF THE FULL BOARD: ACTION STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item presents for review and adoption the proposed *Long-Range Plan for Public Education*, which sets educational goals through the year 2030.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(1) and 32.001(a)(1)-(4).

TEC, §7.102(c)(1), requires the State Board of Education (SBOE) to develop and update a long-range plan for public education.

TEC, §32.001(a)(1)-(4) requires the board to develop a long-range plan for technology.

PREVIOUS BOARD ACTION: The board in September 2016 approved a work plan crafted by The Boston Consulting Group (BCG), the board's consultant, that outlines the process to be followed in creating a *Long-Range Plan for Public Education*. The board in November 2016 approved a process for selecting members of the Long-Range Plan Steering Committee. The members of the steering committee were selected in June and July 2017. The 18-member steering committee, which includes five SBOE members, met from September 2017 through May 2018. The committee continued to provide feedback as needed through the summer and fall.

The steering committee crafted vision statements and recommendations based on research, discussions, results from ten in-person and two video-based community meetings held around the state, and survey findings. Almost 11,500 Texans responded to the online survey. The SBOE, which received updates on the committee's work on the long-range plan at each board meeting, adopted the vision statements and recommendations at the June 2018 meeting. That information was then used to craft the proposed *Long-Range Plan for Public Education*.

The proposed plan includes the *Long-Range Plan for Technology 2018-2023*, which is based on recommendations from a 15-member Long-Range Plan for Technology Advisory Committee that met in March 2018 as well as additional stakeholder input.

The board reviewed the proposed combined plan at its September 2018 meeting and amended it. The amended plan comes before the board for final approval at this meeting.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: The proposed *Long-Range Plan for Public Education*, entitled *Building a Stronger Texas*, focuses on three topics: educator preparation, recruitment, and retention; student engagement and empowerment; and family engagement and empowerment, with the overarching theme of equity and access covering all issues.

The Long-Range Plan Steering Committee considered other key strategic reports such as the Texas Higher Education Coordinating Board's *60x30* report and the Texas Education Agency's *TEA Strategic Plan 2019-2023* as it prepared recommendations.

FISCAL IMPACT: The Texas Education Agency, The Texas Comprehensive Center (TXCC) at American Institutes for Research (AIR), and the Meadows Foundation are providing in-kind or financial assistance for Phase II of the project.

PUBLIC AND STUDENT BENEFIT: Students, educators, and the public will benefit from thoughtful, well-researched long-term goals for the state's public schools.

PROCEDURAL AND REPORTING IMPLICATIONS: This project will result in a new long-range plan report.

PUBLIC COMMENTS: Summaries of comments received at the community meetings are posted on the board's long-range plan page on the Texas Education Agency's website. Results of the survey are posted there as well.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve *Building a Stronger Texas, Long-Range Plan for Public Education*.

Staff Members Responsible: Debbie Ratcliffe, Executive Director
State Board of Education Support Division

Attachment: Statutory Citations

Separate Exhibit: *Building a Stronger Texas, Long-Range Plan for Public Education*

ATTACHMENT

Statutory Citations Relating to the Adoption of *Long-Range Plan for Public Education*

Texas Education Code, §7.102(c)(1), State Board of Education Powers and Duties:

(c)(1) The board shall develop and update a long-range plan for public education.

Texas Education Code, §32.001(a)(1)-(4), Development of Long-Range Plan

(a) The State Board of Education shall develop a long-range plan for:

- (1) acquiring and using technology in the public school system;
- (2) fostering professional development related to the use of technology for educators and others associated with child development;
- (3) fostering computer literacy among public school students so that by the year 2000 each high school graduate in this state has computer-related skills that meet standards adopted by the board; and
- (4) identifying and, through regional education service centers, distributing information on emerging technology for use in the public schools.

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Legislative Recommendations for the 86th Texas Legislature

November 16, 2018

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item provides the committee and the board with an opportunity to make decisions on legislative recommendations to the 86th Texas Legislature.

STATUTORY AUTHORITY: Texas Education Code (TEC), §7.102.

PREVIOUS BOARD ACTION: None.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: In preparation for each legislative session, the board adopts recommendations for legislative action which are designed to improve the public education system of Texas. A handout compiling the board members' priority issues will be provided at the meeting.

FISCAL IMPACT: Fiscal implications will be determined based on actions taken in respect to the legislative recommendations.

PUBLIC AND STUDENT BENEFIT: If enacted, these legislative initiatives would help improve student performance.

PROCEDURAL AND REPORTING IMPLICATIONS: None.

PUBLIC COMMENTS: None.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve the adoption of the board's legislative recommendations to the 86th Texas Legislature.

Staff Member Responsible: Hunter Thompson, Director
Governmental Relations

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Commissioner's Comments

November 14, 2018

COMMITTEE OF THE FULL BOARD: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provides an opportunity for the board to be briefed on current agenda items, agency operations, policy implementation, and public education-related legislation approved by the Texas Legislature.

BOARD RESPONSE: Review and comment.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: On an as needed basis, the board will be briefed on significant public education issues and events.

OTHER COMMENTS AND RELATED ISSUES: None.

Staff Member Responsible: Debbie Ratcliffe, Executive Director
State Board of Education Support Division

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Discussion of Proposed New Cybersecurity Texas Essential Knowledge and Skills

November 14, 2018

COMMITTEE OF THE FULL BOARD: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provides the opportunity for the committee to discuss proposed new Texas Essential Knowledge and Skills (TEKS) for cybersecurity courses as required by House Bill (HB) 3593, 85th Texas Legislature, Regular Session, 2017.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002, identifies the subjects of the required curriculum and requires the SBOE to by rule identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.002(f)(2), requires the SBOE to approve courses in cybersecurity for credit for high school graduation.

TEC, §28.025, requires the SBOE to by rule determine the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under the TEC, §28.002.

TEC, §28.025(c-1)(1), establishes that an endorsement may be earned in science, technology, engineering, and mathematics (STEM), which includes courses related to science, including environmental science; technology, including computer science, cybersecurity, and computer coding; engineering; and advanced mathematics.

TEC, §28.025(c-10), requires the SBOE to adopt or select five technology applications courses on cybersecurity to be included in a cybersecurity pathway for the science, technology, engineering, and mathematics endorsement.

BOARD RESPONSE: This item is presented for review and comment.

PREVIOUS BOARD ACTION: The SBOE adopted the technology applications TEKS effective September 1, 1998. In April 2011, the SBOE adopted revisions to the technology applications TEKS effective September 26, 2011.

FUTURE ACTION EXPECTED: At the direction of the committee, new courses in cybersecurity could be presented for first reading and filing authorization at the next scheduled SBOE meeting.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: The 85th Texas Legislature, Regular Session, 2017, passed HB 3593, adding TEC, §28.002(f)(2), to require that the SBOE approve courses in cybersecurity for credit for high school graduation. HB 3593 amended TEC, §28.025(c-1)(1),

to add cybersecurity and computer coding to the courses to be included in a science, technology, engineering, and mathematics (STEM) endorsement. HB 3593 also added TEC, §28.025(c)(10), to require that the SBOE adopt or select five technology applications courses on cybersecurity to be included in a cybersecurity pathway for the science, technology, engineering, and mathematics (STEM) endorsement.

In spring 2015, a new Principles in Cybersecurity innovative course was approved by the commissioner of education for use beginning with the 2016-2017 school year. School districts and open-enrollment charter schools may offer any state-approved innovative course for elective credit with the approval of the local board of trustees.

In August 2018, a committee of secondary and postsecondary educators and business and industry representatives were selected to develop recommended TEKS for new cybersecurity courses for the pathway. The committee convened for the first face-to-face meeting in Austin in September 2018 to begin working on recommendations for a TEKS-based foundational course in cybersecurity based on the Principles in Cybersecurity innovative course. The committee participated in an additional face-to-face meeting in October 2018 to develop recommendations for a second cybersecurity course that would serve as a capstone for the cybersecurity pathway. This item provides the opportunity for the Committee of the Full Board to discuss the initial recommendations for the two proposed new cybersecurity courses, which will be provided to the Committee of the Full Board as a separate exhibit during the SBOE meeting.

FISCAL IMPACT: There will be normal business costs associated with this process for the agency, including committee travel, meeting accommodations, and production and dissemination of documents. Fiscal implications will be assessed after the committee gives direction regarding a proposal to bring forward for first reading and filing authorization.

GOVERNMENT GROWTH IMPACT: Government growth impact will be assessed after the committee gives direction regarding the proposal to bring forward for first reading and filing authorization.

PUBLIC AND STUDENT BENEFIT: The new courses would provide students a new cybersecurity pathway in the STEM endorsement.

PROCEDURAL AND REPORTING IMPLICATIONS: Procedural and reporting implications will be assessed after the committee gives direction regarding the proposal to bring forward for first reading and filing authorization.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: Locally maintained paperwork requirements will be assessed after the committee gives direction regarding the proposal to bring forward for first reading and filing authorization.

PUBLIC COMMENTS: The official public comment period will begin when a proposal, approved for first reading and filing authorization by the SBOE, is published in the *Texas Register*.

ALTERNATIVES: None.

OTHER COMMENTS AND RELATED ISSUES: None.

Staff Members Responsible: Monica Martinez, Associate Commissioner
Standards and Support Services

Shelly Ramos, Senior Director
Curriculum Standards and Student Support

Attachment: Statutory Citations

Separate Exhibit: Draft Recommendations for Proposed New Cybersecurity TEKS (To be provided at the meeting.)

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ATTACHMENT

Statutory Citations Relating to Discussion of Proposed New Cybersecurity Texas Essential Knowledge and Skills

Texas Education Code (TEC), §7.102, State Board of Education Powers and Duties (excerpt):

- (c) (4) The board shall establish curriculum and graduation requirements.

TEC, §28.002, Required Curriculum (excerpts):

- (a) Each school district that offers kindergarten through grade 12 shall offer, as a required curriculum:
- (1) a foundation curriculum that includes:
 - (A) English language arts;
 - (B) mathematics;
 - (C) science; and
 - (D) social studies, consisting of Texas, United States, and world history, government, economics, with emphasis on the free enterprise system and its benefits, and geography; and
 - (2) an enrichment curriculum that includes:
 - (A) to the extent possible, languages other than English;
 - (B) health, with emphasis on the importance of proper nutrition and exercise;
 - (C) physical education;
 - (D) fine arts;
 - (E) career and technology education;
 - (F) technology applications;
 - (G) religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
 - (H) personal financial literacy.
- (b) The State Board of Education by rule shall designate subjects constituting a well-balanced curriculum to be offered by a school district that does not offer kindergarten through grade 12.
- (c) The State Board of Education, with the direct participation of educators, parents, business and industry representatives, and employers shall by rule identify the essential knowledge and skills of each subject of the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials under Chapter 31 and addressed on the assessment instruments required under Subchapter B, Chapter 39. As a condition of accreditation, the board shall require each district to provide instruction in the essential knowledge and skills at appropriate grade levels and to make available to each high school student in the district an Algebra II course.

- (f) A school district may offer courses for local credit in addition to those in the required curriculum. The State Board of Education shall:
 - (1) be flexible in approving a course for credit for high school graduation under this subsection; and
 - (2) approve courses in cybersecurity for credit for high school graduation under this subsection.

TEC, §28.025, High School Diploma and Certificate; Academic Achievement Record (excerpts):

- (a) The State Board of Education by rule shall determine curriculum requirements for the foundation high school program that are consistent with the required curriculum under Section 28.002. The State Board of Education shall designate the specific courses in the foundation curriculum under Section 28.002(a)(1) required under the foundation high school program. Except as provided by this section, the State Board of Education may not designate a specific course or a specific number of credits in the enrichment curriculum as requirements for the program.
- (b-1) The State Board of Education by rule shall require that the curriculum requirements for the foundation high school program under Subsection (a) include a requirement that students successfully complete:
 - (1) four credits in English language arts under Section 28.002(a)(1)(A), including one credit in English I, one credit in English II, one credit in English III, and one credit in an advanced English course authorized under Subsection (b-2);
 - (2) three credits in mathematics under Section 28.002(a)(1)(B), including one credit in Algebra I, one credit in geometry, and one credit in any advanced mathematics course authorized under Subsection (b-2);
 - (3) three credits in science under Section 28.002(a)(1)(C), including one credit in biology, one credit in any advanced science course authorized under Subsection (b-2), and one credit in integrated physics and chemistry or in an additional advanced science course authorized under Subsection (b-2);
 - (4) three credits in social studies under Section 28.002(a)(1)(D), including one credit in United States history, at least one-half credit in government and at least one-half credit in economics, and one credit in world geography or world history;
 - (5) except as provided under Subsections (b-12), (b-13), and (b-14), two credits in the same language in a language other than English under Section 28.002(a)(2)(A);
 - (6) five elective credits;
 - (7) one credit in fine arts under Section 28.002(a)(2)(D); and
 - (8) except as provided by Subsection (b-11), one credit in physical education under Section 28.002(a)(2)(C).
- (c-1) A student may earn an endorsement on the student's transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year. An endorsement under this subsection may be earned in any of the following categories:

- (1) science, technology, engineering, and mathematics (STEM), which includes courses directly related to science, including environmental science, technology, including computer science, cybersecurity, and computer coding, engineering, and advanced mathematics;
 - (2) business and industry, which includes courses directly related to database management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, automotive technology, agricultural science, and heating, ventilation, and air conditioning;
 - (3) public services, which includes courses directly related to health sciences and occupations, mental health, education and training, law enforcement, and culinary arts and hospitality;
 - (4) arts and humanities, which includes courses directly related to political science, world languages, cultural studies, English literature, history, and fine arts; and
 - (5) multidisciplinary studies, which allows a student to:
 - (A) select courses from the curriculum of each endorsement area described by Subdivisions (1) through (4); and
 - (B) earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement under the foundation high school program.
- (c-10) In adopting rules under Subsection (c-1), the State Board of Education shall adopt or select five technology applications courses on cybersecurity to be included in a cybersecurity pathway for the science, technology, engineering, and mathematics endorsement.

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Year-end Review from State Board of Education Committees

November 14, 2018

COMMITTEE OF THE FULL BOARD: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: The chairs of the State Board of Education's three standing committees will provide a year-end review of the work of the Committee on Instruction, Committee on School Finance/Permanent School Fund, and Committee on School Initiatives, and will include comments on upcoming issues or topics.

BOARD RESPONSE: Review and comment.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: Under the board's operating rules, many agenda items first go to one of the board's three five-member committees for review and possible action. These committees, as well as the 15-member Committee of the Full Board, recommend action to be taken at the general board meeting. The duties of each committee are detailed on page V-23 of this agenda.

OTHER COMMENTS AND RELATED ISSUES: None

Staff Members Responsible: Debbie Ratcliffe, Executive Director
State Board of Education Support

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Discussion of Pending Litigation

November 14, 2018

COMMITTEE OF THE FULL BOARD: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: The State Board of Education may enter executive session in accordance with the Texas Government Code, §551.071(1)(A), to discuss pending and contemplated litigation with the general counsel, legal staff, and, if necessary, attorney(s) from the Attorney General's Office. The Committee of the Full Board will meet in Room 1-103 to discuss this item.

Cases to be discussed may include:

Tribune Company, No. 08-13141; *The Official Committee of Unsecured Creditors of Tribune Company v. Fitzsimmons*, Adv. Pro. No. 10-54010 (Bankr. D. Del);

Deutsche Bank v Bank of America, No. 3:11-CV-01175-F (N. D. Tex., Dallas Div.) and *Deutsche Bank v. Employees Retirement Fund of the City of Dallas*, No. 3:11-CV-1167-F; (N. D. Tex. Dallas Div.) CONSOLIDATED in: *In re: Tribune Company Fraudulent Conveyance Litigation*; No. 11-MD-2296 Consolidated Multidistrict Action (S.D.N.Y.);

La Feria ISD, Joaquin ISD v. Mike Morath, Commissioner of Education; Texas Education Agency; and Texas State Board of Education, in the 261st Judicial District Court of Texas; Docket No. D-1-GN-17-001385; and

any other litigation arising after the date of posting or reasonably contemplated as of the date of the board meeting.

BOARD RESPONSE: Board may advise and comment.

PREVIOUS BOARD ACTION: The committee is apprised of pending litigation when the need arises.

FUTURE ACTION EXPECTED: Continued briefing on procedural developments.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: None.

PUBLIC COMMENTS: None.

OTHER COMMENTS AND RELATED ISSUES: None.

Staff Member Responsible: Von Byer, General Counsel
Legal Services

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Ratification of Current Texas Lesson Study Resources

November 16, 2018

COMMITTEE ON INSTRUCTION: ACTION
STATE BOARD OF EDUCATION: CONSENT

SUMMARY: This item gives the committee and board an opportunity to consider ratifying the current teacher-designed lesson study resources available on the agency's web portal.

STATUTORY AUTHORITY: Texas Education Code (TEC), §8.0531, requires that instructional lessons developed as part of a curriculum management system by a regional education service center, acting alone or in collaboration with one or more other regional education service centers, be subject to the same review and adoption process as outlined in TEC, §31.022.

EFFECTIVE DATE: November 16, 2018

PREVIOUS BOARD ACTION: No action.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: Commissioner of Education Mike Morath included the Texas Lesson Study (TXLS) professional development program in the TEA Strategic Plan 2017–2021. TXLS is inquiry-based, job-embedded professional development where teachers work collaboratively to develop, teach, and assess research-based lessons. Through this process, teachers document their learning and lesson design on a Lesson Proposal and video the taught research-based lesson. The Lesson Proposal and video may become published on TEA's online teacher and student resource center, the Texas Gateway.

At the September 13, 2018 Committee on Instruction meeting, staff introduced the TXLS professional development program and the review and ratification process for the Texas Gateway lesson study resources.

FISCAL IMPACT: None.

PUBLIC AND STUDENT BENEFIT: Benefits include teachers and parents having access to teacher-designed, master lessons that are aligned to the Texas Essential Knowledge and Skills and may be adapted and implemented in the classroom to increase student outcomes. Publishing these master lessons on the Texas Gateway may also increase the public perception of the teaching profession.

PROCEDURAL AND REPORTING IMPLICATIONS: None.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: None.

PUBLIC COMMENTS: None.

OTHER COMMENTS AND RELATED ISSUES: None.

Staff Members Responsible: Martin Winchester, Deputy Commissioner
Educator Systems and Support

Blair Claussen, Project Manager
Educator Support

Attachment: Statutory Citation

Separate Exhibits: I. How to Access Gateway Lesson Study Resources
II. Gateway Lesson Study Resource List

ATTACHMENT

Statutory Citation Relating to Discussion of the Texas Lesson Study Professional Development Program and Resources

Texas Education Code (TEC), §8.0531, Instructional Materials Developed by a Collaboration of Regional Education Service Centers

Notwithstanding any other provision of this subchapter or Section 8.001(c), instructional lessons developed as part of a curriculum management system by a regional education service center, acting alone or in collaboration with one or more other regional education service centers, shall be subject to the same review and adoption process as outlined in Section 31.022.

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**Approval of Proposed Updates to the
*Dyslexia Handbook, Procedures Concerning Dyslexia and Related Disorders, Revised 2014***

November 16, 2018

COMMITTEE ON INSTRUCTION: ACTION

STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item provides the opportunity for the committee and board to review and approve the recommended updates to the *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* to align the handbook with recent legislative changes.

STATUTORY AUTHORITY: Statutory authority is the Texas Education Code (TEC), §7.102(c)(28) and §38.003, as amended by House Bill (HB) 1886, 85th Texas Legislature, Regular Session, 2017.

TEC, §7.102(c)(28) requires the State Board of Education (SBOE) to approve a program for testing students for dyslexia and related disorders.

TEC, §38.003, as amended by HB 1886, 85th Texas Legislature, Regular Session, 2017, requires that students enrolling in public schools be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The program must include screening at the end of the school year of each student in kindergarten and each student in the first grade.

PREVIOUS BOARD ACTION: The SBOE first approved the handbook *Dyslexia and Related Disorders: An Overview of State and Federal Requirements* in January 1986. The SBOE approved new guidelines referred to as the *Revised Procedures Concerning Dyslexia and Related Disorders* in 1992 and revised the guidelines in 1998. In 2001, the SBOE approved *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders (Dyslexia Handbook)*, an updated version of the state handbook. In November 2006, the SBOE approved revisions to the handbook in order to reflect the addition of TEC, §7.028(b); revision to 19 Texas Administrative Code (TAC) §74.28(h) and to include information related to the bundled accommodations and reauthorization of the 2004 federal Individuals with Disabilities Education Improvement Act. In September 2010, the SBOE approved updates to the *Dyslexia Handbook* to update references to state and federal statute, align terminology with more current language, and to expand information regarding domains to assess. In July 2014, the SBOE once again approved updates and revisions to the *Dyslexia Handbook* to align with legislation from the 82nd and 83rd sessions of the Texas Legislature. The Committee on Instruction discussed updates to the *Dyslexia Handbook* at the April, June, and September 2018 meetings.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: The SBOE first approved the handbook *Dyslexia and Related Disorders: An Overview of State and Federal Requirements* in January 1986 in support of dyslexia legislation passed by the Texas Legislature. The handbook contains the SBOE-approved procedures concerning dyslexia and related disorders and provides guidelines for school districts to follow as they identify and provide services for students with dyslexia. Additionally, the handbook provides school districts and parents/guardians with information regarding the state's dyslexia statutes and their relation to federal laws.

The SBOE approved new guidelines referred to as the *Revised Procedures Concerning Dyslexia and*

Related Disorders in 1992 and revised the guidelines in 1998. In 2001, the SBOE approved *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*, an updated version of the state handbook. In November 2006, the SBOE approved revisions to the handbook in order to reflect the addition of TEC, §7.028(b); and revisions to TAC §74.28(h). The revised version, known as *The Dyslexia Handbook – Revised 2007: Procedures Concerning Dyslexia and Related Disorders*, also included information related to the bundled accommodations and reauthorization of the 2004 federal Individuals with Disabilities Education Improvement Act (IDEA).

In September 2010, the SBOE approved updates to the *Dyslexia Handbook* to update references to state and federal statute, align terminology with more current language, and to expand information regarding domains to assess. In 2014, the SBOE again approved updates to the *Dyslexia Handbook* to update information to align with legislation from the 82nd and 83rd Texas Legislatures.

The 85th Texas Legislature, Regular Session, 2017, passed HB 1886 amending TEC §38.003 to specify that a student enrolled in public school must be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The legislation requires that the program include screening at the end of the school year for all kindergarten and first-grade students. Additionally, HB 1886 requires TEA to annually develop a list of training opportunities that comply with the knowledge and practice standards of an international organization on dyslexia. The training must also enable an educator to understand and recognize dyslexia and implement systematic, explicit, and evidence-based instruction to meet the educational needs of a student with dyslexia. At the September 2017 meeting, the SBOE heard testimony from the public related to its rules on dyslexia and related disorders as part of the board's adoption of the rule review for 19 TAC, Chapter 74. The SBOE discussed proposed changes to §74.28 at its January-February 2018 meeting. At that time, the Committee on Instruction requested that staff convene a committee to develop recommended updates to the *Dyslexia Handbook*. Additionally, the committee requested that staff prepare proposed amendments to administrative rules based on information provided during public testimony.

TEA convened two committees to develop recommendations to update the *Dyslexia Handbook*, one committee to review updates related to screening students and a second committee to review updates related to student identification. The two committees convened in March, May, July, and August 2018 to complete recommendations for updates to the *Dyslexia Handbook*. Updates to the handbook were originally scheduled as an action item at the September 2018 SBOE meeting but it was presented for discussion only. This item provides the SBOE with the opportunity to review and approve the recommended updates to the *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*.

Updates to the *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* will be presented as a separate exhibit at the November 2018 SBOE meeting.

FISCAL IMPACT: There are costs for the agency associated with the process of updating the handbook including staff and committee travel, meeting accommodations, and production and dissemination of documents. It is estimated that the cost for completing this work in fiscal year 2018 was approximately \$12,000.

PUBLIC AND STUDENT BENEFIT: Districts and schools will have accurate and appropriate resources and information for providing services to students with dyslexia and related disorders and for complying with state and federal laws regarding these students.

PROCEDURAL AND REPORTING IMPLICATIONS: None.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: None.

PUBLIC COMMENTS: Following the June and September 2018 SBOE meetings, drafts of *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* were posted to the TEA website for public feedback. Numerous comments were received and shared with the SBOE-appointed committees to assist them in producing the final version of recommendations for updates to the *Dyslexia Handbook*.

ALTERNATIVES: None.

OTHER COMMENTS AND RELATED ISSUES: Proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders, is presented for first reading and filing authorization as a separate item in this agenda.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve proposed updates to *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*.

Staff Members Responsible: Monica Martinez, Associate Commissioner
Standards and Support Services

Shelly Ramos, Senior Director
Curriculum Standards and Student Support

Attachment: Statutory Citations

Separate Exhibit: Proposed updates to *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*

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ATTACHMENT

**Statutory Citation Relating to Discussion of Proposed Updates to the
*Dyslexia Handbook, Procedures Concerning Dyslexia and Related Disorders, Revised 2014***

Texas Education Code (TEC), §7.102. State Board of Education Powers and Duties (excerpt):

- (c) (28) The board shall approve a program for testing students for dyslexia and related disorders as provided by Section 38.003.

TEC, §38.003. Screening and Treatment for Dyslexia and Related Disorders, as amended by House Bill 1886, 85th Texas Legislature, Regular Session, 2017:

- (a) Students enrolling in public schools in this state shall be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education. The program must include screening at the end of the school year of each student in kindergarten and each student in the first grade.
- (b) In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.
- (b-1) Unless otherwise provided by law, a student determined to have dyslexia during screening or testing under Subsection (a) or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student.
- (c) The State Board of Education shall adopt any rules and standards necessary to administer this section.
- (d) In this section:
 - (1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
 - (2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

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**Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders
(First Reading and Filing Authorization)**

November 16, 2018

COMMITTEE ON INSTRUCTION: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item presents for first reading and filing authorization a proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders, to adopt in rule as a figure the updated *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* (*Dyslexia Handbook*).

STATUTORY AUTHORITY: Texas Education Code (TEC), §7.102(c)(28) and §38.003.

TEC, §7.102(c)(28), requires the State Board of Education (SBOE) to approve a program for testing students for dyslexia and related disorders.

TEC, §38.003, requires that students enrolling in public schools be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The program must include screening at the end of the school year of each student in kindergarten and each student in the first grade.

EFFECTIVE DATE: The proposed effective date of the proposed amendment is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2019-2020 school year. The earlier effective date will allow for the rule to become effective so that districts can benefit from additional guidance for serving students with dyslexia and related disorders as soon as possible.

PREVIOUS BOARD ACTION: The SBOE adopted 19 TAC §74.28 effective September 1, 1996, and last amended it effective August 27, 2018, to align the rule with legislative changes made by House Bill (HB) 1886, 85th Texas Legislature, Regular Session, 2017. At the September 2018 meeting, the SBOE postponed consideration for first reading and filing authorization of the proposed amendment to 19 TAC §74.28 until the November 2018 meeting to align with the approval of updates to the handbook.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: Section 74.28 provides guidance to school districts and open-enrollment charter schools for identifying students with dyslexia or related disorders and providing appropriate services to those students.

The 85th Texas Legislature, Regular Session, 2017, passed HB 1886 amending TEC, §38.003, to specify that a student enrolled in public school must be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The legislation required that the program include screening at the end of the school year for all kindergarten and first-grade students. An amendment to §74.28 to align the rule with HB 1886 was approved for second reading and final adoption at the June 2018 SBOE meeting with an effective date of August 27, 2018.

TEA convened two committees to develop recommendations to update the *Dyslexia Handbook*, one committee to review updates related to screening students and a second committee to review updates related to student identification. The two committees were convened in March, May, June, July, and August 2018 to make recommendations for updates to the *Dyslexia Handbook*.

The SBOE was initially scheduled to consider the proposed amendment to 19 TAC §74.28 at the September 2018 meeting; however, additional time was needed to post and collect feedback on the draft recommendations for updates to the handbook. First reading and filing authorization for the proposed amendment to 19 TAC §74.28 was postponed until the November 2018 meeting to align with the approval of updates to the handbook. Attachment II presents the text of the proposed amendment to 19 TAC §74.28, which would include the *Dyslexia Handbook* as Figure: 19 TAC §74.28(c), for consideration by the SBOE for first reading and filing authorization.

FISCAL IMPACT: The Texas Education Agency (TEA) has determined that there are no additional costs to the TEA to comply with the proposed amendment. In addition, there are no additional costs to local government beyond what the authorizing statute requires. School districts and charter schools may incur costs for dyslexia screening required by statute. Because there are multiple assessments that can be used to screen for dyslexia, it is difficult to estimate the exact cost of the required screening for any given district.

In addition, there is no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis, specified in Texas Government Code, §2006.002, is required. There is no effect on local economy for the first five years that the proposed amendment is in effect; therefore, no local employment impact statement is required under Texas Government Code, §2001.022. The proposed amendment does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

GOVERNMENT GROWTH IMPACT: TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC AND STUDENT BENEFIT: The proposed amendment would give districts and schools accurate and appropriate resources and information for providing services to students with dyslexia and related disorders and for complying with state and federal laws regarding these students.

PROCEDURAL AND REPORTING IMPLICATIONS: The proposed amendment would have no new procedural and reporting requirements.

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

PUBLIC COMMENTS: The public comment period will begin when the proposal, approved for first reading and filing authorization by the SBOE, is published in the *Texas Register*.

ALTERNATIVES: None.

OTHER COMMENTS AND RELATED ISSUES: A request for a public hearing on the proposal submitted under the Administrative Procedure Act must be received by the commissioner of education not more than 14 calendar days after notice of the proposal has been published in the *Texas Register*.

Proposed updates to the *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* is presented for approval as a separate item in this agenda.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders.

Staff Members Responsible: Monica Martinez, Associate Commissioner
Standards and Support Services

Shelly Ramos, Senior Director
Curriculum Standards and Student Support

Attachment I: Statutory Citations

Attachment II: Text of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders

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ATTACHMENT I

Statutory Citations Relating to Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders

Texas Education Code (TEC), §7.102, State Board of Education Powers and Duties (excerpt):

- (c) (28) The board shall approve a program for testing students for dyslexia and related disorders as provided by Section 38.003.

TEC, §38.003, Screening and Treatment for Dyslexia and Related Disorders:

- (a) Students enrolling in public schools in this state shall be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education. The program must include screening at the end of the school year of each student in kindergarten and each student in the first grade.
- (b) In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.
- (b-1) Unless otherwise provided by law, a student determined to have dyslexia during screening or testing under Subsection (a) or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student.
- (c) The State Board of Education shall adopt any rules and standards necessary to administer this section.
- (d) In this section:
 - (1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
 - (2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

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ATTACHMENT II
Text of Proposed Amendment to 19 TAC

Chapter 74. Curriculum Requirements

Subchapter C. Other Provisions

§74.28. Students with Dyslexia and Related Disorders.

- (a) In order to support and maintain full educational opportunity for students with dyslexia and related disorders and consistent with federal and state law, school districts and open-enrollment charter schools shall provide each student with dyslexia or a related disorder access to each program under which the student qualifies for services.
- (b) The board of trustees of a school district or the governing body of an open-enrollment charter school must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate, evidence-based instructional services to the student are implemented in the district.
- (c) A school district's or open-enrollment charter school's procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening, individualized evaluation, and techniques for treating dyslexia and related disorders. The strategies and techniques are described in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders [§] " provided in this subsection. The handbook is a set of guidelines for school districts and open-enrollment charter schools that may be modified by the SBOE only with broad-based dialogue that includes input from educators and professionals in the field of reading and dyslexia and related disorders from across the state.

Figure: 19 TAC §74.28(c)

- (d) Screening as described in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders" and further evaluation should only be conducted by individuals who are trained in valid, evidence-based assessments and who are trained to appropriately evaluate students for dyslexia and related disorders.
- (e) A school district or open-enrollment charter school shall purchase a reading program or develop its own evidence-based reading program for students with dyslexia and related disorders that is aligned with the descriptors found in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders." Teachers who screen and treat these students must be trained in instructional strategies that use individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders. " The professional development activities specified by each open-enrollment charter school and district and/or campus planning and decision making committee shall include these instructional strategies.
- (f) At least five school days before any evaluation or identification procedure is used selectively with an individual student, the school district or open-enrollment charter school must provide written notification to the student's parent or guardian or another person standing in parental relation to the student of the proposed identification or evaluation. The notice must be in English, or to the extent practicable, the individual's native language and must include the following:
 - (1) a reasonable description of the evaluation procedure to be used with the individual student;
 - (2) information related to any instructional intervention or strategy used to assist the student prior to evaluation;
 - (3) an estimated time frame within which the evaluation will be completed; and
 - (4) specific contact information for the campus point of contact, relevant Parent Training and Information Projects, and any other appropriate parent resources.
- (g) Before a full individual and initial evaluation is conducted to determine whether a student has a disability under the Individuals with Disabilities Education Act (IDEA), the school district or open-enrollment charter school must notify the student's parent or guardian or another person standing in parental relation to

the student of its proposal to conduct an evaluation consistent with 34 Code of Federal Regulations (CFR), §300.503, provide all information required under subsection (f) of this section, and provide:

- (1) a copy of the procedural safeguards notice required by 34 CFR, §300.504;
 - (2) an opportunity to give written consent for the evaluation; and
 - (3) a copy of information required under Texas Education Code (TEC), §26.0081.
- (h) Parents/guardians of a student with dyslexia or a related disorder must be informed of all services and options available to the student, including general education interventions under response to intervention and multi-tiered systems of support models as required by TEC, §26.0081(d), and options under federal law, including IDEA and the Rehabilitation Act, §504.
- (i) Each school or open-enrollment charter school must provide each identified student access at his or her campus to instructional programs required in subsection (e) of this section and to the services of a teacher trained in dyslexia and related disorders. The school district or open-enrollment charter school may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus.
- (j) Because early intervention is critical, a process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available in each district and open-enrollment charter school as outlined in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders." School districts and open-enrollment charter schools may not use early intervention strategies, including multi-tiered systems of support, to delay or deny the provision of a full and individual evaluation to a child suspected of having a specific learning disability, including dyslexia or a related disorder.
- (k) Each school district and open-enrollment charter school shall provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program must include:
- (1) awareness and characteristics of dyslexia and related disorders;
 - (2) information on testing and diagnosis of dyslexia and related disorders;
 - (3) information on effective strategies for teaching students with dyslexia and related disorders;
 - (4) information on qualifications of those delivering services to students with dyslexia and related disorders;
 - (5) awareness of information on accommodations and modifications, especially those allowed for standardized testing;
 - (6) information on eligibility, evaluation requests, and services available under IDEA and the Rehabilitation Act, §504, and information on the response to intervention process; and
 - (7) contact information for the relevant regional and/or school district or open-enrollment charter school specialists.
- (l) School districts and open-enrollment charter schools shall provide to parents of children suspected to have dyslexia or a related disorder a copy or a link to the electronic version of the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders."
- (m) School districts and open-enrollment charter schools will be subject to monitoring for compliance with federal law and regulations in connection with this section.

Proposed New 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (SL) (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (HL) (Two Credits)
(First Reading and Filing Authorization)

November 16, 2018

COMMITTEE ON INSTRUCTION: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item presents for first reading and filing authorization proposed new 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (SL) (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (HL) (Two Credits). The proposed new rules would add two IB courses to the fine arts Texas Essential Knowledge and Skills (TEKS) to align with current course offerings by the International Baccalaureate Organization.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002, identifies the subjects of the required curriculum and requires the SBOE to by rule identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.025, requires the SBOE to by rule determine the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under the TEC, §28.002.

EFFECTIVE DATE: The proposed effective date of the proposed new rules is August 26, 2019.

PREVIOUS BOARD ACTION: The SBOE adopted the TEKS for fine arts effective September 1, 1998. Amendments to the fine arts TEKS were last adopted effective July 28, 2013.

The SBOE approved revisions to IB courses in 19 TAC Chapters 110, 111, 112, and 114 for second reading and final adoption at the January-February 2018 meeting. The SBOE approved revisions to AP and IB courses in 19 TAC Chapters 112, 113, 118, and 126 for second reading and final adoption at the April 2018 meeting. The board aligned the rules with additional course offerings by the IB organization and updated the amount of credit available for IB and AP courses.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: In order for students to earn state credit toward specific graduation requirements, a course must be approved by the SBOE and included in administrative rule. At the September 2017 SBOE meeting, the committee discussed IB courses that are not currently included in SBOE rule and considerations regarding the appropriate amount of state credit that should be awarded for IB courses. At that time, the board requested that agency staff prepare rule text

to address these issues and requested that staff balance the chapters that would be updated over two different meetings. At the January-February 2018 meeting, the SBOE approved revisions to English language arts and reading, mathematics, science, and languages other than English IB courses for second reading and final adoption. The SBOE's approval included the addition of eight IB courses to SBOE rules and updates that increased the amount of credit available for 17 IB courses currently in rule. The revisions became effective August 27, 2018.

At the April 2018 meeting, the SBOE approved for second reading and final adoption revisions to align the TEKS in science, social studies, economics, and technology applications with additional IB course offerings and update the amount of credit available for both IB and AP courses in these subject areas. The SBOE's approval included the addition of nine IB courses to SBOE rules and updates to the amount of credit available for seven AP and IB courses currently in rule. The revisions became effective August 27, 2018.

In spring 2015, IB Film Standard Level and IB Film Higher Level were approved as innovative courses by the commissioner of education for use beginning with the 2016-2017 school year. School districts and open-enrollment charter schools may offer any state-approved innovative course for elective credit with the approval of the local board of trustees.

The SBOE discussed the addition of IB film courses to the fine arts TEKS at the September 2018 meeting. At that time, the SBOE asked staff to prepare proposed rules to add these two courses to the fine arts TEKS. The SBOE also asked staff to draft proposed amendments to Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, showing options to allow these two courses to satisfy the fine arts graduation requirement.

Attachment II reflects the text of proposed new §117.327, International Baccalaureate (IB) Film Standard Level (SL) (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (HL) (Two Credits). The new courses would be effective beginning with the 2019-2020 school year. Proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements, appear as a separate item in this agenda.

FISCAL IMPACT: The Texas Education Agency (TEA) has determined that that there are no additional costs to persons or entities required to comply with the proposed new rules. In addition, there is no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis, specified in Texas Government Code, §2006.002, is required. There is no effect on local economy for the first five years that the proposed rules are in effect; therefore, no local employment impact statement is required under Texas Government Code, §2001.022. 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: TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC AND STUDENT BENEFIT: The proposed new rules would add TEKS-based IB courses to allow students more flexibility in meeting state requirements for graduation.

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

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

PUBLIC COMMENTS: The public comment period will begin when the proposal, approved for first reading and filing authorization by the SBOE, is published in the *Texas Register*.

ALTERNATIVES: None.

OTHER COMMENTS AND RELATED ISSUES: A request for a public hearing on the proposal submitted under the Administrative Procedure Act must be received by the commissioner of education not more than 14 calendar days after notice of the proposal has been published in the *Texas Register*.

Proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements, are presented for first reading and filing authorization as a separate item in this agenda.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve for first reading and filing authorization proposed new 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (SL) (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (HL) (Two Credits).

Staff Members Responsible: Monica Martinez, Associate Commissioner
Standards and Support Services

Shelly Ramos, Senior Director
Curriculum Standards and Student Support

Attachment I: Statutory Citations

Attachment II: Text of Proposed New 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (SL) (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (HL) (Two Credits)

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ATTACHMENT I

Statutory Citations Relating to Proposed New 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (SL) (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (HL) (Two Credits)

Texas Education Code, §7.102, State Board of Education Powers and Duties (excerpt):

- (c) (4) The board shall establish curriculum and graduation requirements.

Texas Education Code, §28.002, Required Curriculum (excerpts):

- (a) Each school district that offers kindergarten through grade 12 shall offer, as a required curriculum:
 - (1) a foundation curriculum that includes:
 - (A) English language arts;
 - (B) mathematics;
 - (C) science; and
 - (D) social studies, consisting of Texas, United States, and world history, government, economics, with emphasis on the free enterprise system and its benefits, and geography; and
 - (2) an enrichment curriculum that includes:
 - (A) to the extent possible, languages other than English;
 - (B) health, with emphasis on the importance of proper nutrition and exercise;
 - (C) physical education;
 - (D) fine arts;
 - (E) career and technology education;
 - (F) technology applications;
 - (G) religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
 - (H) personal financial literacy.
- (b) The State Board of Education by rule shall designate subjects constituting a well-balanced curriculum to be offered by a school district that does not offer kindergarten through grade 12.
- (c) The State Board of Education, with the direct participation of educators, parents, business and industry representatives, and employers shall by rule identify the essential knowledge and skills of each subject of the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials under Chapter 31 and addressed on the assessment instruments required under Subchapter B, Chapter 39. As a condition of accreditation, the board shall require each district to provide instruction in the essential knowledge and skills at appropriate grade levels and to make available to each high school student in the district an Algebra II course.

Texas Education Code, §28.025, High School Diploma and Certificate; Academic Achievement Record (excerpts):

- (a) The State Board of Education by rule shall determine curriculum requirements for the foundation high school program that are consistent with the required curriculum under Section 28.002. The State Board of Education shall designate the specific courses in the foundation curriculum under Section 28.002(a)(1) required under the foundation high school program. Except as provided by this section, the State Board of Education may not designate a specific course or a specific number of credits in the enrichment curriculum as requirements for the program.
- (b-1) The State Board of Education by rule shall require that the curriculum requirements for the foundation high school program under Subsection (a) include a requirement that students successfully complete:
 - (1) four credits in English language arts under Section 28.002(a)(1)(A), including one credit in English I, one credit in English II, one credit in English III, and one credit in an advanced English course authorized under Subsection (b-2);
 - (2) three credits in mathematics under Section 28.002(a)(1)(B), including one credit in Algebra I, one credit in geometry, and one credit in any advanced mathematics course authorized under Subsection (b-2);
 - (3) three credits in science under Section 28.002(a)(1)(C), including one credit in biology, one credit in any advanced science course authorized under Subsection (b-2), and one credit in integrated physics and chemistry or in an additional advanced science course authorized under Subsection (b-2);
 - (4) three credits in social studies under Section 28.002(a)(1)(D), including one credit in United States history, at least one-half credit in government and at least one-half credit in economics, and one credit in world geography or world history;
 - (5) except as provided under Subsections (b-12), (b-13), and (b-14), two credits in the same language in a language other than English under Section 28.002(a)(2)(A);
 - (6) five elective credits;
 - (7) one credit in fine arts under Section 28.002(a)(2)(D); and
 - (8) except as provided by Subsection (b-11), one credit in physical education under Section 28.002(a)(2)(C).

ATTACHMENT II
Text of Proposed New 19 TAC

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts

Subchapter C. High School, Adopted 2013

§117.327. International Baccalaureate (IB) Film Standard Level (SL) (Two Credits).

- (a) General requirements. Students shall be awarded two credits for successful completion of this course. This course is recommended for students in Grade 11 or 12.
- (b) Content requirements. Content requirements for IB Film SL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

§117.328. International Baccalaureate (IB) Film Higher Level (HL) (Two Credits).

- (a) General requirements. Students shall be awarded two credits for successful completion of this course. This course is recommended for students in Grade 11 or 12.
- (b) Content requirements. Content requirements for IB Film HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

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Texas Certificate of High School Equivalency

November 16, 2018

COMMITTEE ON INSTRUCTION: ACTION **STATE BOARD OF EDUCATION: ACTION**

SUMMARY: This item provides an opportunity for the committee and board to consider extending the test vendor contracts relating to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter C, Texas Certificate of High School Equivalency. The current three-year contracts expire August 31, 2019 and allow for two one-year extensions.

STATUTORY AUTHORITY: Texas Education Code (TEC), §7.111.

TEC, §7.111, requires the State Board of Education (SBOE) to adopt rules to develop and deliver high school equivalency examinations and provide for the administration of the examinations online.

PREVIOUS BOARD ACTION: The SBOE adopted 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter C, Texas Certificate of High School Equivalency, to be effective September 1, 1996. Rules in 19 TAC Subchapter C, were last amended to be effective December 25, 2016.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: In January 2015, the Texas Education Agency (TEA) released a competitive request for proposals (RFP) to solicit proposals for a provider for the Texas Certificate of High School Equivalency examination. At the April 2015 SBOE meeting, TEA staff presented the results of the RFP. The SBOE requested that TEA extend the existing provider's Memorandum of Understanding for six months beyond the expiration date and begin the development of a new RFP to potentially identify multiple test providers.

At the July 2015 meeting, the committee held a public hearing. Additionally, at the July 2015 meeting, the board approved a decision matrix of requirements to be included in a future RFP. During the September 2015 meeting, the board approved the competitive RFP to be released in fall 2015.

On January 29, 2016, the board voted to award contracts to three separate companies to provide high school equivalency assessments in Texas. The three companies are Data Recognition Corporation, Educational Testing Service, and GED Testing Service. On September 16, 2016, the board gave the chair authority to sign new contracts with vendors beginning October 8, 2016, or when the vendors were ready to provide services and staff and the board chair were confident the vendor was able to execute the terms of the Request for Proposals.

On November 18, 2016, the board approved expanding the entities eligible to serve as official paper-based testing centers and defined the requirements for paper-based testing centers.

FISCAL IMPACT: None.

GOVERNMENT GROWTH IMPACT: None.

PUBLIC AND STUDENT BENEFIT: Individuals will have access to appropriate examinations aligned to Texas standards in order to be able to earn a Texas Certificate of High School Equivalency.

PROCEDURAL AND REPORTING IMPLICATIONS: None.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: None.

PUBLIC COMMENTS: None.

ALTERNATIVES: None.

OTHER COMMENTS AND RELATED ISSUES: None.

Staff Members Responsible: Cindee Tonnesen, Assistant Director
Texas Certificate of High School Equivalency
College, Career, and Military Preparation

Attachment: Statutory Citations

ATTACHMENT

Statutory Citation Relating to the Texas Certificate of High School Equivalency

Texas Education Code, §7.111, High School Equivalency Examinations:

- (a) The board shall provide for the administration of high school equivalency examinations.
- (a-1) A person who does not have a high school diploma may take the examination in accordance with rules adopted by the board if the person is:
 - (1) over 17 years of age;
 - (2) 16 years of age or older and:
 - (A) is enrolled in a Job Corps training program under the Workforce Investment Act of 1998 (29 U.S.C. Section 2801 et seq.), and its subsequent amendments;
 - (B) a public agency providing supervision of the person or having custody of the person under a court order recommends that the person take the examination; or
 - (C) is enrolled in the Texas Military Department's Seaborne ChalleNGe Corps; or
 - (3) required to take the examination under court order issued under Section 65.103(a)(3), Family Code.
- (b) The board by rule shall establish and require payment of a fee as a condition to the issuance of a high school equivalency certificate and a copy of the scores of the examinations. The fee must be reasonable and designed to cover the administrative costs of issuing the certificate and a copy of the scores. The board may not require a waiting period between the date a person withdraws from school and the date the person takes the examination unless the period relates to the time between administrations of the examination.
- (c) The board by rule shall develop and deliver high school equivalency examinations and provide for the administration of the examinations online. The rules must provide a procedure for verifying the identity of the person taking the examination.

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Discussion of Texas Essential Knowledge and Skills (TEKS) Review Process

November 16, 2018

COMMITTEE ON INSTRUCTION: ACTION STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item provides the opportunity for the board to discuss and update the process for the review and revision of the Texas Essential Knowledge and Skills (TEKS).

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002, identifies the subjects of the required curriculum and requires the SBOE by rule to identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.025, requires the SBOE by rule to determine the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under the TEC, §28.002.

PREVIOUS BOARD ACTION: The SBOE adopted the TEKS for all subjects to be effective September 1, 1998. The English language arts and reading TEKS were amended to be effective September 4, 2008. The Spanish language arts and reading TEKS were amended to be effective November 26, 2008. The TEKS for high school English elective courses were amended to be effective August 23, 2010. In May 2017, the SBOE gave final approval to revisions to the English and Spanish language arts and reading TEKS for Kindergarten-Grade 8 with a scheduled implementation date of the 2019-2020 school year. The SBOE gave final approval to revisions to the English and Spanish language arts and reading and English as a Second Language (ESL) TEKS for high school with a scheduled implementation date of the 2020-2021 school year. The mathematics TEKS were amended to be effective August 1, 2006. The secondary mathematics TEKS were amended to be effective February 22, 2009. The mathematics TEKS were again amended to be effective September 12, 2012. The science TEKS were amended to be effective August 4, 2009. The SBOE gave final approval to streamlined science TEKS in April 2017 for implementation in the 2018-2019 school year. The social studies TEKS were amended to be effective August 23, 2010. The career and technical education (CTE) TEKS were amended to be effective August 23, 2010. The CTE TEKS were again amended to be effective August 28, 2017. The revised CTE TEKS were implemented in the 2017-2018 school year. The fine arts TEKS were amended to be effective August 24, 2015. The TEKS for languages other than English (LOTE) were amended to be effective July 15, 2014 and December 31, 2014 and are scheduled to be implemented beginning with the 2017-2018 school year. The technology applications TEKS were amended to be effective September 26, 2011.

The board took action at the May 2009 meeting to approve a revised process for review and revision of the TEKS. The board approved additional revisions to the process in November 2009. This process was used for the review and revision of the technology applications TEKS. The board approved revisions to the process for review and revision of the TEKS in January 2011 and directed staff to use the revised process beginning with review and revision of the mathematics and fine arts TEKS. At the November 2011 SBOE meeting, the Committee of the Full Board held a work session to examine the instructional materials adoption cycle and the timeline for the review and revision of the TEKS. At the January 2012 meeting, the board adopted a revised instructional materials adoption cycle and updated the schedule for the review and

revision of the TEKS to better align with the new instructional materials adoption cycle. The board took action at the July 2012 meeting to approve revisions to the process for the review and revision of the TEKS. At the January 2013 meeting, the board approved changes to its operating rules and directed staff to update the process for review and revision of the TEKS to align with changes to its operating rules. The revised process was used for the review and revision of the LOTE TEKS. In April 2014, the board again revised the process for review and revision of the TEKS to include more specific direction to TEKS review committees. The revised process was used for the review and revision of the CTE TEKS and was used for the English and Spanish language arts and reading TEKS review.

A discussion item on the process for streamlining the TEKS was presented to the Committee on Instruction at the November 2015 SBOE meeting. At the January 2016 meeting, the board approved the process to be used in streamlining the TEKS. This process was used for the streamlining of the science TEKS. At the June 2017 SBOE meeting, the Committee of the Full Board held a work session to discuss the schedule for review and revision of the TEKS, processes for review and streamlining of the TEKS, and the review and adoption cycle for instructional materials aligned to revised TEKS. At the meeting, the SBOE approved the proposed TEKS and instructional materials review and adoption schedule and the revised TEKS review process to be used beginning with the streamlining of the social studies TEKS.

A discussion item and public hearing regarding proposed revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies and Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, appeared on the Committee of the Full Board agenda for the June 2018 meeting. At the September 2018 meeting, the board approved for first reading and filing authorization proposed revisions to 19 TAC Chapter 113 and proposed repeal of 19 TAC Chapter 118. A public hearing was also held at the meeting.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: The board received training from a standards writing advisor at the July 2014 meeting. The standards writing advisor provided additional training to Texas Education Agency (TEA) staff in October 2014 to support future facilitation of the TEKS review committees.

TEA convened the first social studies work group in February 2018. A second work group was convened in March 2018. The third work group was convened in April 2018 and the fourth work group was convened in late May/early June 2018. As a part of the SBOE's approved process, recommendations from each work group were posted to the TEA website for review. Feedback on the posted recommendations was collected by TEA and shared with each work group. Feedback from focus groups convened by Education Service Centers (ESCs) was also collected and shared with work groups and the board during the process.

At the June 2018 meeting, the Committee of the Full Board held a public hearing and discussed the proposed revisions to streamline the social studies TEKS. The board provided specific feedback on the draft of proposed revisions for the next work group to consider. A final work group was convened in August 2018 to make final recommendations to streamline the TEKS and ensure vertical alignment across all grade levels and courses. The Committee of the Full Board held a second public hearing on the proposed revisions to streamline the social studies TEKS at the September 2018 meeting. Also at the September 2018 meeting, the board approved the proposed revisions for first reading and filing adoption. The proposed revisions to the social studies TEKS are presented for second reading and final adoption as a separate item in this agenda.

In 2011, Senate Bill 6, 82nd Texas Legislature, First Called Session, amended the required curriculum to include economics, with emphasis on the free enterprise system and its benefits, as part of the subjects that constitute social studies rather than as a separate subject area. As a result of this change, it is recommended

that the TEKS for economics be moved to 19 TAC Chapter 113 at the time the social studies TEKS are streamlined. The text of the proposed revisions to 19 TAC Chapter 113 reflects the move of economics courses from 19 TAC Chapter 118, Subchapters A and B. The repeal of 19 TAC Chapter 118, Subchapters A and B, is also included with the agenda item due to the recommendation to relocate the other economics courses.

At the September 2017 meeting, the board approved a request for the commissioner to convene a group of experts to develop a study to provide guidance for the development of revised health education TEKS. At that time, the SBOE also approved parameters for the recommendations of the commissioner's committee to include a framework for what the strands should be for kindergarten through grade 12, distinctions regarding grade levels and/or grade bands at which health concepts are most appropriately taught, and a summary of all statutory requirements related to health education and suggestions regarding the most appropriate way to integrate those requirements into the framework. The review of the health education TEKS is scheduled to begin in 2019.

FISCAL IMPACT: None.

PUBLIC AND STUDENT BENEFIT: Benefits include better alignment and streamlining of the TEKS and coordination of the standards with the adoption of instructional materials.

PROCEDURAL AND REPORTING IMPLICATIONS: None.

PUBLIC COMMENTS: None.

OTHER COMMENTS AND RELATED ISSUES: Proposed revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, and proposed repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, are presented for second reading and final adoption as a separate item in this agenda.

Staff Members Responsible: Monica Martinez, Associate Commissioner
Standards and Support Services

Shelly Ramos, Senior Director
Curriculum Standards and Student Support

Attachment: Statutory Citations

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ATTACHMENT

Statutory Citations Relating to Discussion of Texas Essential Knowledge and Skills (TEKS) Review Process

Texas Education Code (TEC), §7.102, State Board of Education Powers and Duties (excerpt):

- (c) (4) The board shall establish curriculum and graduation requirements.

TEC, §28.002, Required Curriculum (excerpts):

- (a) Each school district that offers kindergarten through grade 12 shall offer, as a required curriculum:
 - (1) a foundation curriculum that includes:
 - (A) English language arts;
 - (B) mathematics;
 - (C) science; and
 - (D) social studies, consisting of Texas, United States, and world history, government, economics, with emphasis on the free enterprise system and its benefits, and geography; and
 - (2) an enrichment curriculum that includes:
 - (A) to the extent possible, languages other than English;
 - (B) health, with emphasis on the importance of proper nutrition and exercise;
 - (C) physical education;
 - (D) fine arts;
 - (E) career and technology education;
 - (F) technology applications;
 - (G) religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
 - (H) personal financial literacy.
- (b) The State Board of Education by rule shall designate subjects constituting a well-balanced curriculum to be offered by a school district that does not offer kindergarten through grade 12.
- (c) The State Board of Education, with the direct participation of educators, parents, business and industry representatives, and employers shall by rule identify the essential knowledge and skills of each subject of the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials under Chapter 31 and addressed on the assessment instruments required under Subchapter B, Chapter 39. As a condition of accreditation, the board shall require each district to provide instruction in the essential knowledge and skills at appropriate grade levels and to make available to each high school student in the district an Algebra II course.

TEC, §28.025, High School Diploma and Certificate; Academic Achievement Record (excerpts):

- (a) The State Board of Education by rule shall determine curriculum requirements for the foundation high school program that are consistent with the required curriculum under Section 28.002. The

State Board of Education shall designate the specific courses in the foundation curriculum under Section 28.002(a)(1) required under the foundation high school program. Except as provided by this section, the State Board of Education may not designate a specific course or a specific number of credits in the enrichment curriculum as requirements for the program.

- (b-1) The State Board of Education by rule shall require that the curriculum requirements for the foundation high school program under Subsection (a) include a requirement that students successfully complete:
- (1) four credits in English language arts under Section 28.002(a)(1)(A), including one credit in English I, one credit in English II, one credit in English III, and one credit in an advanced English course authorized under Subsection (b-2);
 - (2) three credits in mathematics under Section 28.002(a)(1)(B), including one credit in Algebra I, one credit in geometry, and one credit in any advanced mathematics course authorized under Subsection (b-2);
 - (3) three credits in science under Section 28.002(a)(1)(C), including one credit in biology, one credit in any advanced science course authorized under Subsection (b-2), and one credit in integrated physics and chemistry or in an additional advanced science course authorized under Subsection (b-2);
 - (4) three credits in social studies under Section 28.002(a)(1)(D), including one credit in United States history, at least one-half credit in government and at least one-half credit in economics, and one credit in world geography or world history;
 - (5) except as provided under Subsections (b-12), (b-13), and (b-14), two credits in the same language in a language other than English under Section 28.002(a)(2)(A);
 - (6) five elective credits;
 - (7) one credit in fine arts under Section 28.002(a)(2)(D); and
 - (8) except as provided by Subsection (b-11), one credit in physical education under Section 28.002(a)(2)(C).

**Approval of Costs to Administer the 2018–2019 State-Developed Assessments to
Private School Students**

November 16, 2018

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION
STATE BOARD OF EDUCATION: CONSENT**

SUMMARY: Texas Education Code, §39.033, allows a private school to voluntarily assess its students with the State of Texas Assessments of Academic Readiness (STAAR) and the Texas English Language Proficiency Assessment System (TELPAS) assessments. The State Board of Education (SBOE) must approve the per-student cost to private schools, which may not exceed the cost of administering the same assessment to a student enrolled in a public-school district. This item requests approval of these costs for the 2018–2019 school year.

STATUTORY AUTHORITY: TEC, §39.033.

PREVIOUS BOARD ACTION: In November 2017, the SBOE approved the costs of administering the 2017–2018 STAAR and TELPAS assessments to private school students.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: Since the spring 1996 test administration, private schools, including home schools, have been eligible to participate on a voluntary basis in the Texas assessment program. During the 2017–2018 school year, participation in these voluntary assessments for grades 3 through 12 involved 28 private schools and 4,776 students. The attachment lists the 2017–2018 participating private schools.

Under TEC, §39.033, private schools that administer the tests must enter into an agreement with the Texas Education Agency. The agreement requires private schools, as determined appropriate by the commissioner of education, to provide the commissioner the information listed in TEC, §39.053(c) and §39.301(c), which includes information to be used as indicators of academic performance, and to maintain confidentiality as required under TEC, §39.030. Private schools that participate in the assessment must provide reimbursement for the cost of administering the assessment, which may not exceed the per-student cost of administering the same assessment to a student enrolled in a public-school district. In addition, participating private schools must agree to test all eligible students and to administer the primary form of all subject-area tests available for a particular grade.

A critical component of the contract with private schools is the per-student cost for each instrument, which must be determined by the SBOE. The attachment displays the per-student cost for each test that will be available to private schools in the 2018–2019 school year. These figures were derived by taking the costs from the agency's contract for fiscal year 2018 and dividing by the number of answer documents scanned for each grade and test administered during the 2017–2018 school year. Using this method for determining the per-student cost ensures that the cost for assessing a private school student will not exceed the per-student cost for administering the same test to a public-school student. Costs cover developing tests and ancillary materials; printing, packaging, and shipping test materials; scoring tests; and reporting results. The attachment also provides assurances from both ETS and Pearson that these costs do not exceed per-student test costs for the public schools.

FISCAL IMPACT: The figures provided in the attachment cover the costs of administering the STAAR and TELPAS assessments. There are no additional fiscal implications.

PUBLIC AND STUDENT BENEFIT: Both the public and students will benefit from the approval of these private school testing cost figures. Private schools can administer state-developed tests and use test results for program planning and as a guide for individual student remediation. Public schools will benefit in that students entering public school systems from private schools may have test scores available on the same instruments for which public schools are held accountable.

PROCEDURAL AND REPORTING IMPLICATIONS: Private schools choosing to administer the statewide tests must agree to follow standard procedures for test administration, maintain security and confidentiality, and report to the commissioner their test results and other information outlined in TEC, §39.053(c) and §39.301(c).

PUBLIC COMMENTS: None.

ALTERNATIVES: None.

OTHER COMMENTS AND RELATED ISSUES: None.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve the per-student costs for administering the state assessments to private school students in 2018–2019 as listed in the attachment.

Staff Member Responsible: Julie Guthrie, Director of Policy and Publications
Student Assessment

Attachment: Letter of Assurance from ETS and Pearson, 2017–2018 Participating Private Schools, and Costs for Administering Assessments to Private School Students in 2018–2019

ATTACHMENT

EDUCATIONAL TESTING SERVICE

400 W 15th Street, Suite 700
Austin, TX 78701

PEARSON

400 Center Ridge Dr. Ste E.
Austin, TX 78753

Private School Assessment Costs for 2018–2019

October 2, 2018

Student Assessment Division
Texas Education Agency

Dear Student Assessment Division,

In accordance with the Texas Education Code, Educational Testing Service and Pearson certify that the attached prices per private school student do not exceed the prices for administering the same assessment to a student enrolled in a Texas public school district.

In the 2017-2018 school year there were 4,776 students in 28 private schools that took the State of Texas Assessments of Academic Readiness and Texas English Language Proficiency Assessment System assessments.

Sincerely,

Sarah Rhame
Texas Program Director
Educational Testing Service

Amanda Pepmiller
Texas Program Manager
Pearson

**Participation of Private Schools
2018 Spring Administrations
State of Texas Assessments of Academic Readiness (STAAR®)**

CDC	Campus Name	STAAR End-of-Course	STAAR Grades 3-8	TLPAS	Grand Total
101601000	Al-Hadi School of Accelerative Learning	64	140	0	204
057602000	Brighter Horizons Academy	221	650	0	871
101604000	Darul Arqam North	73	310	0	383
101605000	Darul Arqam Southwest	3	87	0	90
079150000	Everest Academy	7	237	0	244
043602000	Good Tree Academy	25	168	0	193
101619000	Goswami Academy	0	12	0	12
220603000	Guidance Academy	0	62	0	62
101614000	Houston Quran Academy	10	204	0	214
057607000	IANT Quranic Academy	62	172	0	234
220602000	Ikhlas Learning Foundation	31	69	0	100
101607000	Iman Academy SE	21	249	0	270
101299000	Iman Academy SW	50	185	0	235
144601000	Immanuel Lutheran School	3	0	0	3
15203000	Islamic Academy of San Antonio	0	32	14	32
212182000	Islamic Faith Academy	0	4	0	4
057606000	Islamic School Of Irving	220	555	0	775
000101000	Madrassat Al Nur	2	22	0	24
057199000	Momentous School	0	154	0	154
079602000	New Millennium Montessori School	0	48	0	48
071603000	Palm Tree Academy	0	16	0	16
057613000	Qalam Collegiate Academy	34	45	0	79
057614000	Radiant STEM Academy	16	181	0	197
043603000	Read Institute of Texas	0	15	0	15
001227000	Renaissance Academy	27	125	0	152
003130000	St. Cyprian's Episcopal School	0	110	0	110
091601000	St. Mary's Catholic School Sherman	11	0	0	11
166601000	St. Paul Lutheran, Thorndale	0	30	0	30
Totals		880	3,882	14	4,776

Recommended Private School Costs for the 2018-2019 School Year
STAAR® and TELPAS

		2017-2018		2018-2019			
		# of Students Booklet Count	Cost	Recommended Per Student Charge to Private Schools			
STAAR End of Course							
Mathematics	Algebra I	369,881	\$1,588,066	\$4.29			
English Language Arts	English I	414,697	\$7,113,505	\$17.15			
	English II	383,399	\$7,113,505	\$18.55			
Science	Biology	342,848	\$1,472,001	\$4.29			
Social Studies	U.S. History	304,102	\$1,305,646	\$4.29			
STAAR Grades 3-8							
Grade 3	Reading	395,800	\$1,502,496	\$3.80			
	Mathematics						
Grade 3 (Spanish)	Reading	55,157	\$418,763	\$7.59			
	Mathematics						
Grade 4	Reading	390,683	\$1,483,071	\$3.80			
	Mathematics						
	Writing				382,974	\$5,823,005	\$15.20
Grade 4 (Spanish)	Reading	44,646	\$169,481	\$3.80			
	Mathematics						
	Writing				40,554	\$616,612	\$15.20
Grade 5	Reading	379,541	\$1,440,775	\$3.80			
	Mathematics						
	Science				374,488	\$1,421,594	\$3.80
Grade 5 (Spanish)	Reading	26,985	\$102,438	\$3.80			
	Mathematics						
	Science				25,683	\$97,495	\$3.80
Grade 6	Reading	370,380	\$1,405,999	\$3.80			
	Mathematics						
Grade 7	Reading	369,847	\$1,403,976	\$3.80			
	Mathematics						
	Writing				360,405	\$5,479,850	\$15.20
Grade 8	Reading	395,110	\$1,499,877	\$3.80			
	Mathematics						
	Science				362,915	\$2,759,006	\$7.60
	Social Studies						
TELPAS							
TELPAS	Grade K/1	206,808	\$1,174,669	\$5.68			
	Grade 2	106,784	\$1,215,202	\$11.38			
	Grade 3	107,423	\$1,222,474	\$11.38			
	Grade 4/5	186,386	\$2,121,073	\$11.38			
	Grade 6/7	135,727	\$1,544,573	\$11.38			
	Grade 8/9	107,069	\$1,218,445	\$11.38			
	Grade 10-12	90,217	\$1,026,669	\$11.38			

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**Ratification of the Purchases and Sales of the Investment Portfolio of the Permanent School Fund
for the Months of August and September 2018**

November 16, 2018

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION
STATE BOARD OF EDUCATION: CONSENT**

SUMMARY: This item provides an opportunity for the committee and board to consider approval of the purchases and sales of investments executed in the portfolio of the Permanent School Fund for the months of August and September 2018.

STATUTORY AUTHORITY: Texas Constitution, Article VII, §5(f).

PREVIOUS BOARD ACTION: At the September 2018 meeting, the board approved purchases in the amount of \$1,341,584,400 and sales in the amount of \$1,424,194,637 conducted in the investment portfolio of the Permanent School Fund for the months of May, June, and July 2018.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: The purchases and sales of the investment portfolio are reviewed by the staff to ensure compliance with the Investment Guidelines, Policies, and Objectives of the Permanent School Fund. The specific amounts of the purchases and sales for the reporting period will be recommended to the board for ratification upon approval by the Committee on School Finance/Permanent School Fund.

FISCAL IMPACT: The distribution of the Permanent School Fund is projected to be \$2.5 billion during the 2018-2019 biennium.

PUBLIC AND STUDENT BENEFIT: The distribution of the Permanent School Fund will flow to the school districts and reduce the tax burden to the public and the state of Texas.

PROCEDURAL AND REPORTING IMPLICATIONS: Not applicable.

PUBLIC COMMENTS: None.

OTHER COMMENTS AND RELATED ISSUES: The State Board of Education has adopted Investment Guidelines, Policies, and Objectives, which establish the criteria for the purchase of the investments to the portfolio.

Staff Member Responsible: Holland Timmins, Executive Administrator
and Chief Investment Officer of the
Texas Permanent School Fund

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Proposed Amendments to the Investment Procedures Manual

November 16, 2018

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION STATE BOARD OF EDUCATION: CONSENT

SUMMARY: This item provides an opportunity for the committee and board to review and adopt proposed amendments to the Investment Procedures Manual related to SEC amended rule changes for the Bond Guarantee Program disclosure (SEC Rule 15c2-12).

STATUTORY AUTHORITY: Texas Constitution, Article VII, §5(f).

PREVIOUS BOARD ACTION: The board adopted the Texas Permanent School Fund Investment Procedures Manual on January 24, 1995. The board last revised the manual in September 2016.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: None.

FISCAL IMPACT: The distribution of the Permanent School Fund is projected to be \$2.5 billion during the 2018-2019 biennium.

PUBLIC AND STUDENT BENEFIT: The distribution of the Permanent School Fund will flow to the school districts and reduce the tax burden to the public and the state of Texas.

PROCEDURAL AND REPORTING IMPLICATIONS: Not applicable.

PUBLIC COMMENTS: None.

OTHER COMMENTS AND RELATED ISSUES: None.

Staff Member Responsible: Holland Timmins, Executive Administrator
and Chief Investment Officer of the
Texas Permanent School Fund

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An Overview of the Permanent School Fund

November 16, 2018

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND:
ACTION STATE BOARD OF EDUCATION: CONSENT**

SUMMARY: This item provides the opportunity for the committee and board to discuss an overview of the combined assets of the Permanent School Fund including both the assets managed by the State Board of Education and the School Land Board.

STATUTORY AUTHORITY: Texas Constitution, Article VII, §S(f).

PREVIOUS BOARD ACTION: None

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: None

FISCAL IMPACT: The distribution of the Permanent School Fund is projected to be \$2.5 billion during the 2018-2019 biennium.

PUBLIC AND STUDENT BENEFIT: The distribution of the Permanent School Fund will flow to the school districts and reduce the tax burden to the public and the state of Texas.

PROCEDURAL AND REPORTING IMPLICATIONS: None

PUBLIC COMMENTS: None

OTHER COMMENTS AND RELATED ISSUES: None.

Staff Members Responsible: Holland Timmins, Executive Administrator
and Chief Investment Officer of the
Permanent School Fund

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Activities Related to a Student Art Competition to Develop a Permanent School Fund Logo

November 16, 2018

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item provides the opportunity for the committee and board to select winning entries in the student art competition to create a Permanent School Fund logo.

STATUTORY AUTHORITY: Texas Constitution, Article VII, §5(f) and Texas Education Code (TEC), §7.102(c)(3).

Texas Constitution, Article VII, §5(f) gives the State Board of Education the authority to manage the assets of the Permanent School Fund.

Texas Education Code (TEC), §7.102(c)(3) allows the board to accept donations and to use the contributions in a manner determined by the board.

PREVIOUS BOARD ACTION: At the September 2018 meeting, the board provided an update on contest preparations and research activities into the history of the Permanent School Fund.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: The Permanent School Fund was created by the Texas Legislature in the early days of statehood, signaling the importance the state places on education. Today, the Fund is the country's largest educational endowment. The board oversees about \$34 billion in assets. However, the Fund has never had its own logo or brand identity. It has always used the Texas Education Agency logo or the state seal in branded material.

The board created a process in which public school students in grades 9-12 were allowed to submit logo design entries during the month of October. A panel of judges appointed by the State Board of Education chair was to review the entries based on creativity, design principles, scalability, transferability, and arrangement. The panel was to select up to 10 finalists to bring forward for board consideration at this meeting.

A winner and a runner-up are scheduled to be selected at this board meeting with a presentation of prizes to be made at the February 1 board meeting.

A replica of the winning design will be displayed at the Permanent School Fund's headquarters and will be used on materials such as the annual report.

FISCAL IMPACT: Donations are being accepted to cover the cost of the cash awards to be presented to the contest winner and runner-up.

PUBLIC AND STUDENT BENEFIT: Texas students are allowed to demonstrate their artistic abilities.

PROCEDURAL AND REPORTING IMPLICATIONS: None

PUBLIC COMMENTS: None

OTHER COMMENTS AND RELATED ISSUES: None

Staff Members Responsible: Holland Timmins, Executive Administrator
and Chief Investment Officer of the
Permanent School Fund

Discussion of Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide

November 15, 2018

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION**

SUMMARY: This item provides the opportunity for the committee to discuss a proposed amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide. The proposed amendment would reference the updated *Financial Accountability System Resource Guide* (FASRG) and remove language relating to the commissioner's role in amending the FASRG.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.055(b)(32), 7.102(c)(32), 44.001(a) and (b), 44.007(a)-(d), and 44.008(b).

TEC, §7.055(b)(32), requires the commissioner to perform duties in connection with the public school accountability system as prescribed by TEC, Chapters 39 and 39A.

TEC, §7.102(c)(32), requires the State Board of Education (SBOE) to adopt rules concerning school district budgets and audits of school district fiscal accounts as required under TEC, Chapter 44, Subchapter A.

TEC, §44.001(a), requires the commissioner to establish advisory guidelines relating to the fiscal management of a school district. TEC, §44.001(b), requires the commissioner to report annually to the SBOE the status of school district fiscal management as reflected by the advisory guidelines and by statutory requirements.

TEC, §44.007(a), requires the board of trustees of each school district to adopt and install a standard school fiscal accounting system that conforms with generally accepted accounting principles. TEC, §44.007(b), requires the accounting system to meet at least the minimum requirements prescribed by the commissioner, subject to review and comment by the state auditor. TEC, §44.007(c), requires a record to be kept of all revenues realized and of all expenditures made during the fiscal year for which a budget is adopted. A report of the revenues and expenditures for the preceding fiscal year is required to be filed with the agency on or before the date set by the SBOE. TEC, §44.007(d), requires each district, as part of the report required by TEC, §44.007, to include management, cost accounting, and financial information in a format prescribed by the SBOE in a manner sufficient to enable the board to monitor the funding process and determine educational system costs by district, campus, and program.

TEC, §44.008(b), requires the independent audit to meet at least the minimum requirements and be in the format prescribed by the SBOE, subject to review and comment by the state auditor. The audit must include an audit of the accuracy of the fiscal information provided by the district through the Public Education Information Management System (PEIMS).

BOARD RESPONSE: This item is presented for review and comment.

PREVIOUS BOARD ACTION: The current FASRG, dated January 2010, was adopted by reference in §109.41 effective April 26, 2010. An amendment to Module 4 to incorporate updated auditing requirements was adopted by reference effective April 2012.

FUTURE ACTION EXPECTED: The remaining modules in the FASRG will undergo a comprehensive review and be presented for discussion at the January-February 2019 meeting. The proposed amendment to §109.41 will be presented for first reading and filing authorization at the April 2019 SBOE meeting after all updated modules of the FASRG have been discussed.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: The FASRG describes the rules of financial accounting for school districts, charter schools, and education service centers and is adopted by reference under §109.41. The proposed amendment to §109.41 would remove subsection (b), relating to the commissioner's role in amending the FASRG, to eliminate unnecessary administrative procedures. In addition, revisions to the FASRG would align the content with current governmental accounting and auditing standards, remove obsolete requirements, and remove descriptions and discussions of best practices and other non-mandatory elements.

Requirements for financial accounting and reporting are derived from generally accepted accounting principles (GAAP). School districts and charter schools are required to adhere to GAAP. Legal and contractual considerations typical of the government environment are reflected in the fund structure basis of accounting.

An important function of governmental accounting systems is to enable administrators to assure and report on compliance with finance-related legal provisions. This assurance and reporting means that the accounting system and its terminology, fund structure, and procedures must be adapted to satisfy finance-related legal requirements. However, the basic financial statements of school districts and charter schools should be prepared in conformity with GAAP.

School district and charter school accounting systems shall use the accounting code structure presented in the Account Code section of the FASRG (Module 1). Funds shall be classified and identified on required financial statements by the same code number and terminology provided in the Account Code section of the FASRG (Module 1).

The following changes would be made to Modules 1, 2, 4, 5, 6, 7, and 8 of the FASRG.

Module 1, Financial Accounting and Reporting (FAR) and FAR Appendices

Current Module 1 would be repealed and replaced with a new Module 1 that would align with current governmental accounting standards. Proposed new Module 1 would include the following significant changes. School districts and charter schools would be required to maintain proper budgeting and financial accounting and reporting systems. In addition, school districts would be required to establish principles and policies to ensure uniformity in accounting in conformity with GAAP established by the Governmental Accounting Standards Board (GASB) and the Financial Accounting Standards Board (FASB).

Module 4, Auditing

Current Module 4 would be repealed and replaced with a new Module 4 that would align with current governmental auditing standards. Proposed new Module 4 would include the following significant changes. The revised module would establish auditing requirements for Texas public school districts and charter schools and would include current requirements from TEC, §44.008, as well as 2 Code of Federal

Regulations Part 200, Subpart F, Audit Requirements, that implement the federal Single Audit Act. The proposed new module would also include current auditing guidance that complements the American Institute of Certified Public Accountants' (AICPA) *Audit and Accounting Guide, State and Local Governments* and supplements the *Government Auditing Standards* of the United States Government Accountability Office (GAO). These requirements would facilitate preparation of financial statements that conform to GAAP established by the GASB.

Module 2, Budgeting; Module 5, Site Based Decision-Making; Module 6, Accountability; Module 7, Data Collection and Reporting; and Module 8, Management

These modules currently include guidance that is obsolete or related to financial best practices that school districts and charter schools receive from their regional education service centers (ESCs). Content from Module 2 that aligns with current governmental accounting standards would be moved to proposed new Module 1 and the remainder of the module would be repealed. Additionally, Modules 5, 6, 7, and 8 would be repealed in their entirety, and school districts and charter schools will continue to receive guidance and examples related to best practices from ESCs.

FISCAL IMPACT: The Texas Education Agency (TEA) does not anticipate any additional costs to persons or entities required to comply with the proposed amendment; however, fiscal implications will be assessed prior to first reading and filing authorization.

GOVERNMENT GROWTH IMPACT: Government growth impact will be assessed prior to first reading and filing authorization.

PUBLIC AND STUDENT BENEFIT: The proposed amendment would ensure that the provisions of the FASRG align with current governmental accounting and auditing standards for school districts and charter schools.

PROCEDURAL AND REPORTING IMPLICATIONS: Procedural and reporting implications will be assessed prior to first reading and filing authorization.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: Paperwork requirements will be assessed prior to first reading and filing authorization.

PUBLIC COMMENTS: The public comment period will begin when the proposal, approved for first reading and filing authorization by the SBOE, is published in the *Texas Register*.

ALTERNATIVES: None.

OTHER COMMENTS AND RELATED ISSUES: None.

Staff Members Responsible: Leo Lopez, Associate Commissioner
School Finance
David Marx, Senior Director
Financial Compliance

Attachment I: Statutory Citations

Attachment II: Text of Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide

- Attachment III:** Proposed New FASRG Module 1, Financial Accounting and Reporting (FAR) and FAR Appendices
- Attachment IV:** Proposed NEW FASRG Module, Auditing
- Attachment V:** Proposed Repeal of FASRG Module 1, Financial Accounting and Reporting (FAR) and FAR Appendices
- Attachment VI:** Proposed Repeal of FASRG Module 2, Budgeting
- Attachment VII:** Proposed Repeal of FASRG Module 4, Auditing
- Attachment VIII:** Proposed Repeal of FASRG Module 5, Site Based Decision-Making
- Attachment IX:** Proposed Repeal of FASRG Module 6, Accountability
- Attachment X:** Proposed Repeal of FASRG Module 7, Data Collection and Reporting
- Attachment XI:** Proposed Repeal of FASRG Module 8, Management

Due to the size of Attachments III-XI, the FASRG modules are available electronically on the TEA website at

[https://tea.texas.gov/Finance and Grants/Financial Accountability/Financial Accountability System Resource Guide/](https://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/)

ATTACHMENT I

Discussion of Statutory Citations Relating to Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide

Texas Education Code (TEC), §7.055, Commissioner of Education Powers and Duties (excerpt):

- (b) (32) The commissioner shall perform duties in connection with the public school accountability system as prescribed by Chapter 39 and 39A.

TEC, §7.102, State Board of Education Powers and Duties (excerpt):

- (c) (32) The board shall adopt rules concerning school district budgets and audits of school district fiscal accounts as required under Subchapter A, Chapter 44.

TEC, §44.001, Fiscal Guidelines:

- (a) The commissioner shall establish advisory guidelines relating to the fiscal management of a school district.
- (b) The commissioner shall report annually to the State Board of Education the status of school district fiscal management as reflected by the advisory guidelines and by statutory requirements.

TEC, §44.007, Accounting System; Report (excerpts):

- (a) A standard school fiscal accounting system must be adopted and installed by the board of trustees of each school district. The accounting system must conform with generally accepted accounting principles.
- (b) The accounting system must meet at least the minimum requirements prescribed by the commissioner, subject to review and comment by the state auditor.
- (c) A record must be kept of all revenues realized and of all expenditures made during the fiscal year for which a budget is adopted. A report of the revenues and expenditures for the preceding fiscal year shall be filed with the agency on or before the date set by the State Board of Education.
- (d) The State Board of Education shall require each district, as part of the report required by this section, to include management, cost accounting, and financial information in a format prescribed by the board and in a manner sufficient to enable the board to monitor the funding process and determine educational system costs by district, campus, and program.

TEC, §44.008, Annual Audit; Report (excerpt):

- (b) The independent audit must meet at least the minimum requirements and be in the format prescribed by the State Board of Education, subject to review and comment by the state auditor. The audit shall include an audit of the accuracy of the fiscal information provided by the district through the Public Education Information Management System (PEIMS).

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ATTACHMENT II
Text of Proposed Amendment to 19 TAC

Chapter 109. Budgeting, Accounting, and Auditing

Subchapter C. Adoptions By Reference

§109.41. Financial Accountability System Resource Guide.

~~[(a)]~~ The rules for financial accounting are described in the official Texas Education Agency publication [] Financial Accountability System Resource Guide, dated July 2019 [~~January 2010 (with *Module 4—Auditing* updated April 2012)~~], which is adopted by this reference as the agency's official rule. A copy is available for examination during regular office hours, 8:00 a.m. to 5:00 p.m., except holidays, Saturdays, and Sundays, at the Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701.

~~[(b)]~~ ~~The commissioner of education shall amend the Financial Accountability System Resource Guide and this section adopting it by reference, as needed. The commissioner shall inform the State Board of Education of the intent to amend the Resource Guide and of the effect of proposed amendments before submitting them to the Office of the Secretary of State as proposed rule changes.~~

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**Review of Permanent School Fund Securities Transactions
and the Investment Portfolio**

November 15, 2018

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION**

SUMMARY: Investment staff will report on the transactions executed during the months of August and September 2018 in the investment portfolio of the Texas Permanent School Fund.

BOARD RESPONSE: Based on the data presented, the committee may provide guidance to the investment staff as appropriate.

PREVIOUS BOARD ACTION: The committee reviews the asset allocation, diversification, and the general status of the Fund at each meeting.

FUTURE ACTION EXPECTED: This is a recurring report at every committee meeting.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: Specific actions that the committee must accomplish are found in 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund.

FISCAL IMPACT: The distribution of the Permanent School Fund is projected to be \$2.5 billion during the 2018-2019 biennium.

PROCEDURAL AND REPORTING IMPLICATIONS: Not applicable.

PUBLIC COMMENTS: None.

OTHER COMMENTS AND RELATED ISSUES: None.

Staff Member Responsible: Holland Timmins, Executive Administrator
and Chief Investment Officer of the
Texas Permanent School Fund

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Update on HB 89

November 15, 2018

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provides an opportunity for the committee to receive and discuss an update on HB 89 relating to state contracts with and investments in companies that boycott Israel.

STATUTORY AUTHORITY: Texas Education Code (TEC), §45.0532.

PREVIOUS BOARD ACTION: None.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: Not applicable.

FISCAL IMPACT: The distribution of the Permanent School Fund is projected to be \$2.5 billion during the 2018-2019 biennium.

PROCEDURAL AND REPORTING IMPLICATIONS: Not applicable.

PUBLIC AND STUDENT BENEFIT: The distribution of the Permanent School Fund will flow to the school districts and reduce the tax burden to the public and the state of Texas.

PUBLIC PROCEDURAL AND REPORTING IMPLICATIONS: Not applicable.

PUBLIC COMMENTS: None.

OTHER COMMENTS AND RELATED ISSUES: None.

Staff Member Responsible: Holland Timmins, Executive Administrator
and Chief Investment Officer of the
Texas Permanent School Fund

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**Report of the Permanent School Fund Executive Administrator
and Chief Investment Officer**

November 15, 2018

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION**

SUMMARY: The Permanent School Fund executive administrator will report to the committee on matters relating to the management of the Permanent School Fund and the Charter District Reserve Fund. The report may present information on historical and current status of Fund holdings, current and proposed investment policies and procedures, and historical and current Fund performance and compliance. The administrator may update the board on the bond guarantee program, the status of requests for proposal or for qualifications and current contracts for services and other administrative activities undertaken on behalf of the board. The administrator may provide an update on the PSF distribution or on the effect of legislation impacting the PSF. The administrator may provide an analysis of current and future investment market conditions, focusing upon the impact on the holdings of the Permanent School Fund.

BOARD RESPONSE: During this item, the committee may provide guidance to the investment staff.

PREVIOUS BOARD ACTION: This is a recurring report at every committee meeting.

FUTURE ACTION EXPECTED: None.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: None.

FISCAL IMPACT: The distribution of the Permanent School Fund is projected to be \$2.5 billion during the 2018-2019 biennium.

PROCEDURAL AND REPORTING IMPLICATIONS: Not applicable.

PUBLIC COMMENTS: None.

OTHER COMMENTS AND RELATED ISSUES: None.

Staff Member Responsible: Holland Timmins, Executive Administrator
and Chief Investment Officer of the
Texas Permanent School Fund

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**Recommendation for Appointment to the
Boys Ranch Independent School District Board of Trustees**

November 16, 2018

**COMMITTEE ON SCHOOL INITIATIVES: ACTION
STATE BOARD OF EDUCATION: CONSENT**

SUMMARY: This item provides an opportunity for committee and board consideration of one appointment to the board of trustees of the Boys Ranch Independent School District. The appointment is necessary due to the expiration of the term of office for one board member.

STATUTORY AUTHORITY: Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC) §61.2.

TEC, §11.352, authorizes the State Board of Education to appoint the board of trustees of special purpose school districts.

Under 19 TAC, §61.2, the chief executive officer of the Boys Ranch ISD is required to submit one nominee when a vacancy occurs on the school board.

PREVIOUS BOARD ACTION: No previous board action has occurred on this item.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: The State Board of Education is statutorily authorized to appoint board members for special purpose districts, specifically Boys Ranch Independent School District. Trustees so appointed shall hold office for two years and until their successors are appointed and qualified. When a vacancy occurs, the chief executive officer of Cal Farley's Boys Ranch notifies the commissioner of education of such in compliance with TEC, §11.352. The CEO submits resumes and other documents verifying that individuals are qualified to hold the position as well as a statement that the individual would accept the position if appointed.

The chief executive officer submits the name of a nomination. The chief executive officer is required by 19 TAC §61.2 to provide one nomination to the State Board of Education. The nominee must be qualified under the general school laws of Texas.

Dan Adams, chief executive officer of Cal Farley's Boys Ranch, has notified the commissioner of one vacancy which exists on the board of trustees of the Boys Ranch Independent School District due to the expiration of the term of office. Mr. Adams has provided one nominee for the vacancy and has recommended the re-appointment of Mr. Robert Marshall to fill the expiring term.

FISCAL IMPACT: No fiscal impact to the state will occur.

PUBLIC AND STUDENT BENEFIT: Both the public and the students will benefit by having qualified individuals appointed to the board of trustees.

PROCEDURAL AND REPORTING IMPLICATIONS: No procedural or reporting implications exist.

PUBLIC COMMENTS: No public comments are presented.

OTHER COMMENTS AND RELATED ISSUES: No other comments or related issues are presented.

MOTION TO BE CONSIDERED: The State Board of Education:

Based on Mr. Adams recommendation, approve the re-appointment of Mr. Robert Marshall to serve a term of office, from November 16, 2018, through November 16, 2020, on the Boys Ranch Independent School District Board of Trustees.

Staff Member Responsible: Jeff Cottrill, Director
School Governance

Attachment: Correspondence from the CEO/President Adams which includes biographical information and supporting materials for the nominee



Cal Farley's provides professional programs and services in a Christ-centered atmosphere to strengthen families and support the overall development of children.

P.O. Box 1890 • Amarillo, Texas • 79174-0001
800-687-3722 • calfarley.org

September 24, 2018

Mr. Jeffrey Cottrill
Texas Education Agency
1701 North Congress Street
Austin, Texas 78701-1494

Dear Jeffrey,

We have enclosed correspondence from Cal Farley's Boys Ranch President and CEO, Dan Adams, to Commissioner Morath requesting reappointment of Robert Marshall to the Cal Farley's Boys Ranch Independent School District Board of Trustees at the November 2018 meeting of the State Board of Education.

Also enclosed are Mr. Marshall's most recent background checks from the DPS, DFPS, and FBI; resume; and signed and dated "Statement to Accompany."

We appreciate your assistance in processing this request for presentation at the November 2018 meeting of the State Board of Education. If you have any questions or require additional information, please call or email me at 806-322-2643 or sandrasargus@calfarley.org.

Sincerely,

Sandra Sargus
Executive Assistant to the
President and Chief Executive Officer

Enclosures

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Cal Farley's provides professional programs and services in a Christ-centered atmosphere to strengthen families and support the overall development of children.

P.O. Box 1890 • Amarillo, Texas • 79174-0001
800-687-3722 • calfarley.org

September 24, 2018

Mr. Mike Morath
Commissioner
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494

Dear Mr. Morath:

In my current capacity as President and Chief Executive Officer of Cal Farley's Boys Ranch, I request that the State Board of Education, at its November 2018 meeting, reappoint **Mr. Robert Marshall** to the Boys Ranch Independent School District (BRISD) Board of Trustees. Mr. Marshall is qualified under Texas law and meets all requirements.

Mr. Marshall's resume is enclosed, along with a signed statement expressing his willingness to accept the appointment and serve in full adherence to the state-established standards for school board members and certifying that the biographical information is true and correct. Also enclosed are background checks from the Texas Department of Family and Protective Services, Texas Department of Public Safety, and Federal Bureau of Investigation.

I understand the BRISD Board of Trustees has the power to govern and oversee management of the district, and my power is limited to duty as defined by statutes relating to the process of appointing members to the BRISD Board of Trustees. I also certify that the membership composition of the BRISD Board of Trustees is in full compliance with the provisions of the Texas Education Code, section 11.352. I further certify that the role of the BRISD superintendent is in full compliance with the provisions of the Texas Education Code, section 11.201.

Should you have any questions, please contact me at 806-322-2609 or via e-mail at danadams@calfarley.org.

I appreciate your consideration and look forward to confirmation of this appointment.

Sincerely,


Dan Adams
President and Chief Executive Officer

Enclosures

DA:sjs

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ROBERT W. MARSHALL

P. O. BOX 12

Boys Ranch, TX 79010

robertmarshall@calfarley.org

(806)533-1205 (O) or (806)549-3530 (C)

EDUCATION

Hardin-Simmons University, Abilene, TX; M.Ed., GPA 3.5. Major in Counseling and Human Development. 1994

McMurry University, Abilene, TX; B.A., GPA 3.1. Major in Applied Sociology, Minor in Psychology. 1992

LICENSES AND CERTIFICATIONS

<i>Licensed Professional Counselor-supervisor</i>	<i>2001 to Present</i>
<i>Licensed Childcare Administrator</i>	<i>2000 to Present</i>
<i>Equine Assisted Growth and Learning Therapist</i>	<i>2018 to Present</i>
<i>Life Space Crisis Intervention Senior Trainer</i>	
<i>Response Ability Pathways Senior Trainer</i>	

EMPLOYMENT

Vice President, Operations, Cal Farley's Boys Ranch, 2018 – present.

- Responsible for providing oversight, consultation, and support for all operational areas of the Cal Farley program and ensuring that all operational departments function in support of the highest quality residential childcare program. Directly oversees the Medical Clinic, Equine Program, and the Purchasing and Facilities Departments.
- Assures that accurate and contemporary campus procedures related to operational activities are maintained and published. Ensures adherence to the Cal Farley Model of Leadership and Service.
- Represents the organization with major clients, donors, local communities, and the general public.
- Supervises staff in, and personally exhibits, appropriate interaction with residents.
- Participates in various professional associations and community activities to enhance organizational visibility and further personal development.
- Exercises the usual authority of a Vice President concerning staffing, performance appraisals, employee development and advancement, and assumes additional tasks/special projects as assigned by the Executive Vice President/COO.

Administrator, Residential Communities, Cal Farley's Boys Ranch, 2014 – 2018.

- Oversee campus life program for up to 300 residents and the staff that supervise the homes.
- Supervise or oversee supervision of approx. 110 staff members including supervisors, house-parents, and auxiliary home-life staff.
- Develop and manage program and staff budget for 26 homes, approx. \$8 million per year.
- Liaison with public school officials to ensure quality educational programming for residents
- Work closely with Texas Department of Family and Protective Services staff at both the local and state level.

Administrator, Girls and Pre-Adolescents. Cal Farley's Boys Ranch, May 2010 – Present.

- Oversee home-life and casework program for approx. 164 residents and their families.
- Supervise or oversee supervision of approx. 85 staff members including supervisors, caseworkers, house-parents, and auxiliary home-life staff.
- Develop and manage program and staff budget for 14 homes, approx. \$4 million per year.
- Liaison with public school officials to ensure quality educational programming for residents
- Work closely with Texas Department of Family and Protective Services staff at both the local and state level.

Campus Administrator, Cal Farley's Girlstown, U.S.A., May 2001 to May 2010.

- Oversaw entire residential program for 60 residents and 50 employees at satellite campus in Whiteface, TX
- Managed the medical program consisting of a R.N. and a contract Psychiatrist, Dentist, and Orthodontist.
- Developed and managed annual budget of approx. \$5.5 million per year.
- Planned on oversaw the construction of two major building projects: a chapel and a resident home with a budget of around \$2 million for each project.
- Worked with the surrounding communities to promote Girlstown and Cal Farley's.
- Spoke at public events and meetings to tell the Cal Farley story and promote the programs.
- Liaison with public school officials to ensure quality educational offerings for residents
- Worked closely with Texas Department of Family and Protective Services staff at the local and state level.

Assistant Administrator, Cal Farley's Girlstown, U.S.A., May 1999 to May 2001.

- Assisted in the management of the entire residential program at Cal Farley's Girlstown, U.S.A.
- Directly supervised home-life, chapel, and operations staff.
- Assisted with the management of the medical and clinical program.
- Assisted with development and management of campus budget.
- Assisted with the management of the construction of one residential home.
- Liaison with public school officials to ensure quality educational offerings for our residents.

Manager, Intensive Support Services, MHMR Services or the Concho Valley, San Angelo, TX Sept 1998 to May 1999.

- Managed the Mental Health Intensive Support Services programs including budget planning; staff supervision, recruitment, and retention; program supervision of shelter, MH Supportive Employment, MH support services/casework, MH Supportive Living/Apartment program, and Assertive Community Treatment Team.
- Worked closely with TDMHMR staff.
- Monitored productivity and quality of services.
- Liaison with MH clinical and counseling staff.
- Managed compliance with local and state policies and standards.

Executive Director, Adult Day Care of San Angelo, San Angelo, TX. May 1998 to Sept 1998.

- Oversaw daily center operations.
- Developed and managed annual budget.
- Public Relations.
- Managed personnel issues.

Assertive Community Treatment Team Leader. MHMR Services for the Concho Valley, San Angelo, TX. Oct. 1996 to May 1998.

- Directed A.C.T. program.
- Supervised professional staff.
- Chaired treatment team.
- Liaison with families, local facilities, state facilities, hospital staff, and law enforcement

M.H. Caseworker III, Crisis Intervention Services. MHMR Services for the Concho Valley, San Angelo, TX. Oct. 1995 to Oct. 1996.

- Performed intake assessments and presented to MH treatment team.
- Screened walk-in clients.
- Co-Supervised Crisis Center staff.
- Liaison with center and community services, including hospitals and law enforcement.

Case Manager/Dorm Director. Wackenhut Corrections Corporation, Coke County Juvenile Justice Center, Bronte, TX. Oct. 1994 to Oct. 1995.

- Performed individual and group therapy to incarcerated adolescent girls.
- Managed programs for up to 3 dorms.
- Supervised staff including dorm security staff and caseworker.
- Coordinated with the Texas Youth Commission probation officers and statewide staff.

M.R. Case Manager. Abilene Regional MHMR, Abilene, TX. May 1994 to Sept. 1994.

- Coordinated services for caseload of intellectually challenged individuals.
- Facilitated staffings on quarterly basis.
- Provide casework services for the consumers.
- Develop and monitor case plans for the consumers.

Adjunct Instructor of Sociology, McMurry University, Abilene, TX. May 1994 to Dec. 1994.

Courses: Introduction to Sociology and Contemporary Social Problems

LEADERSHIP/SERVICE

Texas Network of Youth Services, Statewide

Board Chair/President	2010 to 2016
1 st Vice President	2008 to 2010
2 nd Vice President	2006 to 2008
Western Representative	2004 to 2006

Texas Coalition of Homes for Children, Statewide

Cal Farley Representative	2003 to Present
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South Plains Community Action Association, South Plains of Texas

Board of Directors	2008 to 2010
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Special Olympics, Lubbock and Amarillo

Volunteer	2000 to Present
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Concho Valley Critical Incident Stress Management Team

President	1997-1998
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Human Rights Committee, Bethphage Mission, San Angelo

Member	1996 - 1999
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SPECIAL TRAININGS

Satori Alternatives for Managing Aggression (SAMA) 1999 to Present

Response Abilities Pathways, Senior Trainer

Life Space Crisis Intervention, Senior Trainer

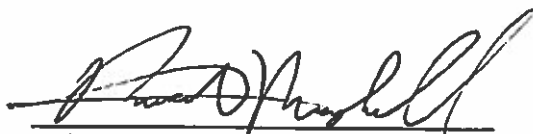
Neurosequential Model of Therapeutics, Dr. Bruce Perry 2008 to Present

Reduction of Seclusion and Restraint Training, Hogg Foundation Program

Critical Incident Stress Management Training, Concho Valley Chapter

**STATEMENT TO ACCOMPANY
BOYS RANCH INDEPENDENT SCHOOL DISTRICT
SCHOOL BOARD TRUSTEE APPOINTMENT REQUEST
FOR
ROBERT W. MARSHALL**

I, Robert W. Marshall, verify that I am qualified under the general school laws of Texas to be a BRISD School Board Trustee. I certify that the attached biographical information is true and correct. I am willing to accept the appointment as BRISD School Board Trustee and serve in such capacity with full adherence to the state-established standards for the duties and responsibilities of school board members.


Robert W. Marshall (signature)

9/10/18
Date

Review of Proposed Amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs

November 16, 2018

**COMMITTEE ON SCHOOL INITIATIVES: ACTION
STATE BOARD OF EDUCATION: ACTION**

SUMMARY: This item provides the State Board of Education (SBOE) an opportunity to review a State Board for Educator Certification (SBEC) rule action that would propose amendments to 19 Texas Administrative Code (TAC) Chapter 228, Requirements for Educator Preparation Programs. The proposed amendments would implement the statutory requirements of Senate Bills (SBs) 7 and 1839 and House Bills (HBs) 2039, 3349, and 1963, 85th Texas Legislature, Regular Session, 2017. The proposed amendments would also implement changes based on stakeholder input and Texas Education Agency (TEA) staff recommendations.

Texas Education Code (TEC), §21.042, requires the SBEC to submit a written copy of each rule it proposes to adopt to the SBOE for review. At its September 14, 2018 meeting, the SBOE rejected the proposed amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs. To address the SBOE's concerns, at the October 5, 2018 SBEC meeting, the SBEC removed the proposed amendment to §228.35 that allowed educator preparation programs (EPPs) to provide candidates seeking certification in Marketing: Grades 6-12 and Health Science: Grades 6-12 with fewer than 300 clock-hours of coursework and/or training. The SBEC made no additional changes to this item from what was presented to the SBOE for review at the September 13-14, 2018 SBOE meeting.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 228 is the TEC, §§21.031; 21.041(b)(1); 21.044, as amended by SBs 7, 1839, and 1963, 85th Texas Legislature, Regular Session, 2017; 21.0442(c), as added by HB 3349, 85th Texas Legislature, Regular Session, 2017; 21.0443; 21.0453; 21.0454; 21.0455; 21.046(b); 21.0485; 21.0487(c); 21.0489(c), as added by SB 1839 and HB 2039, 85th Texas Legislature, Regular Session, 2017; 21.049(a); 21.0491, as added by HB 3349, 85th Texas Legislature, Regular Session, 2017; 21.050(b) and (c); 21.051, as amended by SB 1839, 85th Texas Legislature, Regular Session, 2017; and the Texas Occupations Code (TOC), §55.007.

TEC, §21.031, authorizes the SBEC to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators, and states that in proposing rules under the TEC, Chapter 21, Subchapter B, the SBEC 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.

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, §21.044, as amended by SBs 7, 1839, and 1963, 85th Texas Legislature, Regular Session, 2017, requires the SBEC to propose rules establishing training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program.

TEC, §21.0442(c), as added by HB 3349, 85th Texas Legislature, Regular Session, 2017, requires the SBEC to ensure that an Educator Preparation Program (EPP) requires at least 80 hours of instruction for a candidate seeking a Trade and Industrial Workforce Training certificate.

TEC, §21.0443, requires the SBEC to establish rules for the approval and renewal of EPPs.

TEC, §21.0453, states that the SBEC may propose rules as necessary to ensure that all EPPs provide the SBEC with accurate information.

TEC, §21.0454, requires the SBEC to develop a set of risk factors to assess the overall risk level of each EPP and use the set of risk factors to guide the TEA in conducting monitoring, inspections, and evaluations of EPPs.

TEC, §21.0455, requires the SBEC to propose rules necessary to establish a process for complaints to be directed against an EPP.

TEC, §21.046(b), states that the qualifications for certification as a principal must be sufficiently flexible so that an outstanding teacher may qualify by substituting approved experience and professional training for part of the educational requirements.

TEC, §21.0485, states the issuance requirements for certification to teach students with visual impairments.

TEC, §21.0487(c), states that because an effective principal is essential to school improvement, the SBEC shall ensure that each candidate for certification as a principal is of the highest caliber and that multi-level screening processes, validated comprehensive assessment programs, and flexible internships with successful mentors exist to determine whether a candidate for certification as a principal possesses the essential knowledge, skills, and leadership capabilities necessary for success.

TEC, §21.0489(c), as added by SB 1839 and HB 2039, 85th Texas Legislature, Regular Session, 2017, states the eligibility for an Early Childhood: Prekindergarten-Grade 3 certificate.

TEC, §21.049(a), authorizes the SBEC to adopt rules providing for educator certification programs as an alternative to traditional EPPs.

TEC, §21.0491, requires the SBEC to create a probationary and standard trade and industrial workforce training certificate.

TEC, §21.050(b), states that the SBEC may not require more than 18 semester credit hours of education courses at the baccalaureate level for the granting of a teaching certificate.

TEC, §21.050(c), states that a person who receives a bachelor's degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under the TEC, §54.363, may not be required to participate in any field experience or internship consisting of student teaching to receive a teaching certificate.

TEC, §21.051, as amended by SB 1839, 85th Texas Legislature, Regular Session, 2017, provides a requirement that before a school may employ a certification candidate as a teacher of record, the

candidate must have completed at least 15 hours of field-based experience in which the candidate was actively engaged at an approved school in instructional or educational activities under supervision.

TOC, §55.007, provides that verified military service, training, and education be credited toward licensing requirements.

EFFECTIVE DATE: The proposed effective date of the proposed amendments to 19 TAC Chapter 228 would be December 20, 2018.

PREVIOUS BOARD ACTION: The SBOE rejected 19 TAC Chapter 228 at the September 14, 2018 SBOE meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 228, Requirements for Educator Preparation Programs, provide for rules that establish requirements for EPPs.

The following is a description of the proposed amendments included in Attachment II.

§228.1. General Provisions.

A proposed new subsection (d) would allow staff to extend rule deadlines when rules in this chapter cannot be complied with because of a disaster that results in the governor declaring a state of disaster. This amendment would allow TEA staff to extend deadlines in this chapter for up to 90 days to accommodate persons in the disaster areas identified by the governor's declaration.

§228.2. Definitions.

The definition of *cooperating teacher* in §228.2(12) would be amended to add the phrase, "including training in how to coach and mentor teacher candidates," to the criteria of the cooperating teacher training. This amendment would require cooperating teachers to be trained on how to coach and mentor teacher candidates so they could adequately guide and support the candidates throughout their clinical teaching experiences.

The definition of *field supervisor* in §228.2(16) would be amended to clarify that a field supervisor who has certification as a principal and experience as a campus-level administrator may also supervise classroom teacher, master teacher, and reading specialist candidates; and a field supervisor who has certification as a superintendent and experience as a district-level administrator may also supervise principal candidates. While this amendment would provide flexibility for EPPs in determining the field supervisor, it would also ensure that teacher candidates are supervised by a field supervisor who has experience as a classroom teacher. A technical edit would update in rule relevant cross references.

The definition of *internship* in §228.2(21) would be amended to move the criteria for a successful internship into the appropriate preparation program coursework and training in subsection §228.35(f)(2)(B)(vii). This amendment would provide consistency among the requirements for internships, clinical teaching, and practicums.

The definition of *mentor* in §228.2(23) would be amended to add the phrase, "including training in how to coach and mentor teacher candidates," to the criteria of the mentor training. This amendment would require mentors to be trained on how to coach and mentor teacher candidates so they could adequately guide and support the candidates throughout their internship experiences.

The definition of *site supervisor* in §228.2(30) would be amended to add the phrase, "including training in how to coach and mentor candidates," to the criteria of the site supervisor training. This amendment would require site supervisors to be trained on how to coach and mentor candidates so they could adequately guide and support the candidates throughout their internship experiences.

§228.30. Educator Preparation Curriculum.

Language would be amended in §228.30(c)(3) to clarify curriculum requirements for instruction regarding mental health, substance abuse, and youth suicide. The TEC, §21.044(c-1), requires EPPs to select training from a list of recommended best practice-based programs and research-based practices. This amendment would clarify that an EPP that acquires training from a provider on the list may use that training on its own if it implements the training as required by the provider.

Language would be amended in §228.30(c)(7) to incorporate the requirements of the TEC, §21.044(g)(6), as amended by SB 7, 85th Texas Legislature, Regular Session, 2017. The language being proposed would require the curriculum for all certification classes to include instruction regarding appropriate relationships, boundaries, and communications between educators and students.

Language would be amended in §228.30(c)(8) to incorporate the requirements of the TEC, §21.044, as amended by SB 1839, 85th Texas Legislature, Regular Session, 2017. The language being proposed would require the curriculum for all certification classes to include instruction in digital learning. The proposed rule would require EPPs to assess each candidate with a digital literacy evaluation followed by a prescribed digital learning curriculum that must include resources to address any deficiencies identified by the digital literacy evaluation. The instruction must be aligned with the International Society for Technology in Education's (ISTE) standards and provide effective, evidence-based strategies to determine a person's degree of digital literacy. The current ISTE standards for educators and administrators are published on its website at <https://www.iste.org/standards>.

Language would be amended in §228.30(d)(4) and §228.30(e) to remove the domains of the Teacher and Administrator Standards. Because these domains are identified in commissioner of education rules, Chapter 149, Subchapters AA and BB, this amendment would reduce the amount of redundancy in the rules.

Proposed new §228.30(f) would incorporate the requirements of the TEC, §21.0489, as amended by SB 1839 and HB 2039, 85th Texas Legislature, Regular Session, 2017. The subsection would identify the standards that an EPP must include in its Early Childhood: Prekindergarten-Grade 3 curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate that has been issued by the SBEC and allows them to teach all subjects in grades prekindergarten, kindergarten, first, second, or third. The curriculum must include the Child Development provision of the Early Childhood-Grade 3 Content Standards, the Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards, and the Science of Teaching Reading Standards. This amendment would implement the statutory requirements of the TEC, §21.0489.

§228.35. Preparation Program Coursework and/or Training.

Language would be amended in §228.35(a)(6) to broaden the options from which EPPs may select to ensure coursework and training that is offered online is of a high quality. This amendment would include the certification options that are provided by the Distance Education Accreditation Commission. This

amendment would provide EPPs that do not offer all their coursework and training online additional cost-effective options for quality assurance.

The proposed amendment to §228.35(b) would incorporate the abbreviated program requirements of the TEC, §21.0442(c), as amended by HB 3349, 85th Texas Legislature, Regular Session, 2017. The language being proposed would require an EPP to provide a minimum of 200 clock-hours of coursework and/or training for a candidate seeking initial certification in the classroom teacher certification class in Trade and Industrial Workforce Training. The coursework and/or training requirement is 100 hours fewer than the minimum for all other initial classroom teacher certificates because the statute calls for an abbreviated EPP for Trade and Industrial Workforce Training and because this certificate is only available to individuals with prior wage-earning experience in an occupation they will be teaching.

Based on stakeholder feedback from the San Antonio area, the prior proposed provisions in §228.35(c) would have allowed an abbreviated route to certification for Marketing: Grades 6-12 and Health Science: Grades 6-12. But in reviewing the proposed amendment to the rule at its September 13-14, 2018 meeting, members of the SBOE stated that they felt it was inappropriate to lower the coursework and training requirements for Marketing: Grades 6-12 and Health Science: Grades 6-12 because these certificate areas were not expressly included in HB 3349, 85th Texas Legislature, Regular Session, 2017, and required fewer prerequisite years of work experience. The SBOE voted to reject the proposed amendments to 19 TAC Chapter 228. Therefore, at its October 2018 meeting, the SBEC struck the proposed new provisions in §228.35 regarding Marketing: Grades 6-12 and Health Science: Grades 6-12 and adopted language that would create an abbreviated route to certification only for the Trade and Industrial Workforce Training certification class.

Language would be amended in §228.35(e)(1)(C) to incorporate the requirements of the TEC, §21.051(b-1), as amended by SB 1839, 85th Texas Legislature, Regular Session, 2017. The amended language would allow a teacher candidate to satisfy up to 15 clock-hours of field-based experience by serving as a long-term substitute. A long-term substitute would be defined as an individual who has been hired by a public or private school accredited or approved by the TEA to work more than 30 consecutive days in an assignment as a classroom teacher. Long-term substitute experience may occur after the candidate's admission to an EPP or during the two years before the date the candidate is admitted to the EPP. The candidate's experience in instructional or educational activities during the long-term substitute experience must be documented by the EPP. This change implements the provisions of the TEC, §21.051(b-1), and will provide consistency among EPPs.

Language would be amended in §228.35(e)(2)(A)(i)(I) to increase the minimum required days for a 14-week clinical teaching assignment from 65 days to 70 full days and, in subsection (e)(2)(A)(i)(II), to increase the minimum required days for a 28-week clinical teaching assignment from 130 to 140 half days. These changes would reflect the actual number of days and half-days in a five-day week. Current rule allows fewer days to provide flexibility for an exception for maternity leave, military leave, or illness. These changes provide clarity of the expected days required and then allow for an exception due to these circumstances, as reflected in subsection (e)(2)(A)(iv). These amendments would still allow flexibility for and consistency among EPPs.

Language would be added as new §228.35(e)(2)(A)(ii) to clarify that a full-day clinical teaching assignment must be an average of four hours per day in the subject and grade level of the certification category being sought. This average would include intermissions and recesses but not conference periods and duty-free lunch periods. This amendment would allow more assignments to qualify as full-day clinical teaching assignments and provide more consistency between clinical teaching and internship assignments.

Language would be added as new §228.35(e)(2)(A)(iii) to specify criteria for a successful clinical teaching assignment. A successful assignment would include that the candidate demonstrates proficiency in each of the educator standards for the assignment. Based on stakeholder feedback, if either the field supervisor or cooperating teacher do not recommend the candidate for a standard certificate, the documentation supporting that recommendation be provided to the candidate for review by all parties. This would provide clarification of the recommendation to all parties and provide consistency among the requirements for all certificates.

Language would be amended in new §228.35(e)(2)(A)(iv) to permit a full day clinical teaching assignment to be up to five days fewer than the minimum of 70 days and a half day clinical teaching assignment to be up to ten days fewer than the minimum of 140 days. The grounds for permitting fewer than the minimum number of days would be maternity leave, military leave, and illness. This amendment would provide flexibility for candidates and EPPs to complete clinical teaching experiences. In response to public comment, The SBEC approved at adoption to add bereavement to the list of grounds permitting fewer than the minimum number of days of the teaching assignment.

Language would be amended in §228.35(e)(2)(B)(i) to clarify that an internship may be up to 30 school days fewer than the minimum of 180 days if the candidate is hired by the school or district after the first day of school due to maternity leave, military leave, illness, or bereavement. In response to public comment, the SBEC approved at adoption to add bereavement to the list of grounds permitting an internship to be fewer than the minimum days. This amendment would ensure that candidates are only eligible for the shortened internship if they are hired after the first day of school.

Language would be amended in §228.35(e)(2)(B)(ii) to clarify that the beginning date of an internship for the purpose of field supervision would be the first day of instruction with students. Because the requirement for an internship is 180 days, interns may need to participate in professional development before and after the first and last instructional day to meet the requirements of an internship. Because the purpose of field supervision is to provide support to candidates based on observed instructional practices, field supervision does not need to begin until candidates are providing instruction to students.

Language would be amended in §228.35(e)(2)(B)(iii) to include intermissions and recesses into the average of four hours a day an individual must teach during an internship. Intermissions and recesses are included in the statutory definition of school day and the educational activities that beginning teachers are expected to perform during intermissions and recesses are included in the classroom teacher educator standards. This change would also clarify that conference periods and duty-free lunch periods do not count toward internship hours. This amendment would allow more assignments to qualify as internships. A technical edit would update in rule relevant cross references.

Language would be amended in §228.35(e)(2)(B)(vi)(II)-(IV) to provide candidates and EPPs with more time to provide the required notices related to inactivation of intern and probationary certificates. The time required for candidates to provide an EPP a notice of resignation, non-renewal, or termination of employment or withdrawal from the EPP would increase from one business day to seven calendar days. The time required for EPPs to provide candidates with a notice of inactivation of intern or probationary certificates due to resignation, non-renewal, or termination of employment or withdrawal from the EPP would increase from one business day to seven calendar days. This amendment would provide candidates and EPPs with more flexibility in providing required notices. Technical edits would update in rule relevant cross references.

Language would be amended in new §228.35(e)(2)(B)(vi)(V) to add notification requirements for EPPs when an internship assignment does not meet requirements. An EPP would need to provide a candidate with notice within seven calendar days of when the EPP knows that an internship assignment does not meet requirements. The notice would inform the candidate that the employer would be notified, and the intern or probationary certificate would be inactivated within 30 calendar days. Within one business day of notifying the candidate, an EPP would need to provide similar notice to the employer. Within one business day of notifying the employer, the EPP would need to provide similar notice to TEA staff. This amendment would provide consistency among EPPs in providing required notices that result in the inactivation of certificates. This timeline is consistent with other notification requirements related to the inactivation of certificates and is necessary to ensure that programs provide prompt notification to candidates, employers, and TEA staff to prevent a candidate from continuing in an inappropriate assignment.

Language would be amended in new §228.35(e)(2)(B)(vii) to add language that was stricken from §228.2(21) describing the criteria for a successful internship. Based on stakeholder feedback, if either the field supervisor or campus supervisor do not recommend the candidate for a standard certificate, the EPP would be required to provide the documentation supporting that recommendation to the candidate for review by all parties. This would provide clarification of the recommendation to all parties and provide consistency among the requirements for all certificates.

Language would be amended in new §228.35(e)(2)(B)(viii) to incorporate the provisions of the TEC, §21.0491(c)(2), as amended by HB 3349, 85th Texas Legislature, Regular Session, 2017. The proposed language would authorize a candidate seeking a Trade and Industrial Workforce Training certificate to complete an internship at an accredited institution of higher education if the candidate teaches not less than an average of four hours each day, including intermissions and recesses, in a dual credit career and technical instructional setting. Permitting an internship in this setting allows candidates to fulfill the employment eligibility requirement found in the TEC, §21.0491(c)(2)(B), at an institution of higher education. A dual credit career and technical instructional setting would be defined by Part 1, Chapter 4, Subchapter D of this title (relating to Dual Credit Partnerships Between Secondary Schools and Public Schools). This amendment would implement the statutory requirements of the TEC, §21.0491(c)(2), and will provide consistency among EPPs.

Language would be amended in new §228.35(e)(3) to add requirements for the review, approval, and revocation of clinical teaching exception requests. The review and approval requirements reflect the procedures that TEA staff and the SBEC currently use for requests that have already been approved. The revocation requirements being added would address how approval of an exception is revoked if an EPP does not meet the conditions of the exception that was approved by the SBEC. This amendment would clarify the process by which clinical teaching exception requests are reviewed, approved, and revoked. This amendment is necessary because the current rules do not provide for a clear process for revoking a clinical teaching exception for a program that does not meet the conditions of the exception. The September 15 deadline tracks the deadline for programs to report data.

Language would be amended in §228.35(e)(4) to add language clarifying that "candidates" as used in this subsection refers to candidates participating in an internship or clinical teaching assignment. This amendment would provide consistency among clinical teaching and internship assignments.

Based on stakeholder feedback, language would be amended in §228.35(e)(8)(D) regarding practicum experiences to specify that if either the field supervisor or site supervisor do not recommend the candidate for a standard certificate, the documentation supporting that recommendation would be provided to the

candidate for review by all parties. This would provide clarification of the recommendation to all parties and provide consistency among the requirements for all certificates.

Language would be amended in §228.35(g)(8) to define the observation requirements for a full-day clinical teaching assignment that exceeds 14 weeks and extends beyond one semester. A field supervisor from an EPP would need to provide at least two formal observations during the first half of the assignment and two formal observations during the second half of the assignment. This change would ensure that candidates receive necessary support and feedback throughout the clinical teaching assignment as a means to foster continuous improvement and would provide consistency among EPPs. Technical edits would update in rule relevant cross references.

Language would be amended in §228.35(h)(2) to incorporate the requirements of the TEC, §21.044(f-1), as amended by SBs 1839 and 1963, 85th Texas Legislature, Regular Session, 2017. The proposed language would remove the requirement that at least one formal observation by a field supervisor be onsite and face-to-face for a candidate seeking a principal, superintendent, school counselor, school librarian, educational diagnostician, reading specialist, or master teacher certificate. This change would implement the statutory requirements of the TEC, §21.044(f-1). Remaining subsections would be re-lettered accordingly.

Language would be amended in §228.35(h)(3) to clarify that a minimum of three observations are required during a practicum, regardless of the type of certificate that is held by a candidate. Because a practicum can be completed while a candidate seeking an advanced certificate is employed under an intern, probationary, or standard certificate, this clarification is needed because the number of observations for a teacher candidate participating in an internship differs according to the type of certificate the candidate holds. This change would clarify the requirements for candidates seeking an advanced certificate.

Proposed new §228.35(i) would incorporate the requirements of the TEC, §21.0489, as amended by SB 1839 and HB 2039, 85th Texas Legislature, Regular Session, 2017. New §228.35(i)(1) would identify the concepts and themes that coursework and/or training must include. These concepts and themes were recommended to TEA staff by experts in the field of early childhood education. New §228.35(i)(2) would require an EPP to provide a minimum of 150 clock-hours of coursework and/or training for candidates seeking an Early Childhood: Prekindergarten-Grade 3 certificate who hold a valid standard, provisional, or one-year classroom teacher certificate that has been issued by the SBEC and would allow them to teach all subjects in grades prekindergarten, kindergarten, first, second, or third. Teachers already certified in these areas have already demonstrated their content proficiency based on the passing of their prior content tests. Additionally, their time in the classroom provides the same real-world teaching experience that is the purpose of field-based experiences and clinical teaching. This reduces the number of hours of additional required training for educators currently certified in these areas. New §228.35(i)(3) would require an EPP to provide a candidate who holds any other classroom teacher certificate the same coursework and training that the EPP would provide for a candidate who is seeking an initial certificate in Early Childhood: Prekindergarten-Grade 3. Due to the specialized nature of early childhood, content knowledge, content pedagogy, and pedagogy practices from outside of the early childhood grade-bands cannot be directly applied to this setting. These changes would implement the statutory requirements of the TEC, §21.0489, and would provide consistency among programs.

Proposed new §228.35(j) would define the coursework and/or training requirements for the Teacher of Students with Visual Impairments (TVI) Supplemental: Early Childhood-Grade 12 certificate. The

proposed requirements parallel that which is already being used by the two EPPs actively certifying candidates for the TVI certificate to adequately produce educators.

The TEC, §21.0485, requires an individual to complete coursework in an EPP to be eligible for this certificate. This proposed minimum is the minimum amount of coursework and/or training hours provided by the two programs that actively offer this certificate. The assignment needs to take place in a public school accredited by the TEA or other school approved by the TEA for this purpose. Other schools would include private schools accredited by the Texas Private School Accreditation Commission, all Department of Defense Education Activity schools, and schools that meet the approval standards described in 19 TAC §228.35(e)(9)(C) and (D). The TEC, §21.0485, requires an individual to satisfy any other requirements prescribed by the SBEC to be eligible for this certificate. This proposed minimum describes the level of support provided by the two programs that actively offer this certificate and is necessary to ensure sufficient levels of support for the specialized nature of this certificate. This change would reflect the requirements of the EPPs that currently offer training for this certificate and would also provide consistency among EPPs that may offer the certification in the future.

Proposed new §228.35(k) would create provisions for individuals employed as certified educational aides to complete an EPP. New subsection (k)(1) would create a clinical teaching option for candidates who are employed as a certified educational aide to satisfy their clinical teaching assignment requirements through their instructional duties under the supervision of a certified educator. New subsection (k)(1)(A) would allow for the assignment requirements of 490 hours to be satisfied through their instructional duties. While the 490-hour requirement is equivalent to the 14-week requirement for other individuals completing clinical teaching, the 490-hour requirement allows an individual more flexibility in completing the assignment while working as a certified educational aide. This change also creates flexibility for school districts and charter schools by allowing them to "grow their own" educational aides into certified teachers and to diversify the pool of new teachers while ensuring sufficient time within the clinical teaching assignment to demonstrate proficiency in each of the educator standards for the assignment.

Proposed new §228.35(k)(1)(B) would permit an educational aide clinical teaching assignment to be up to 35 hours fewer than the minimum of 490 hours. The grounds for permitting fewer than the minimum number of hours would be maternity leave, military leave, and illness. This amendment would provide flexibility for candidates and EPPs to complete clinical teaching experiences despite intervening life events.

Proposed new §228.35(k)(1)(C) would add criteria for a successful clinical teaching assignment. A successful assignment would include that the candidate demonstrates proficiency in each of the educator standards for the assignment. Based on stakeholder feedback, if either the field supervisor or cooperating teacher do not recommend the candidate for a standard certificate, the documentation supporting that recommendation would be provided to the candidate for review by all parties. This would provide clarification of the recommendation to all parties and provide consistency among the requirements for all certificates.

Proposed new §228.35(k)(2) would specify the coursework and/or training requirements and define the observation requirements for a 490-hour clinical teaching option for candidates who are employed as a certified educational aide. A field supervisor from an EPP would need to provide at least one formal observation during the first third of the assignment, one formal observation during the second third of the assignment, and one formal observation during the final third of the assignment. This change would

ensure that candidates receive necessary support and feedback throughout the clinical teaching assignment as a means to foster continuous improvement and would provide consistency among EPPs.

Technical edits were also made to 19 TAC Chapter 228 to conform to style and formatting requirements.

SBOE Review of Proposed SBEC Rules

Under the TEC, §21.042, the SBEC must submit a written copy of each rule it proposes to adopt to the SBOE for review. The SBOE may reject the proposed rule by a vote of at least two-thirds of the members of the SBOE present and voting but may not modify a rule.

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 amendments beyond that which the authorizing statute requires. 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 (TGC), §2006.002, is required. There is no effect on local economy; therefore, no local employment impact statement is required under TGC, §2001.022. The proposed amendments do not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, are not subject to TGC, §2001.0045.

GOVERNMENT GROWTH IMPACT: The TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking for the first five years the proposed rulemaking would be in effect. The TEA staff has determined that, although the proposed rulemaking could potentially have a government growth impact by creating a new regulation, that impact is created by the statutory requirement and not the agency regulation.

The TEA staff has also determined that the proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC AND STUDENT BENEFIT: The proposed amendments to 19 TAC Chapter 228 will result in clear guidance for EPPs on requirements for providing preparation to individuals seeking certification as an educator. Beyond that which the underlying legislation requires, the proposed amendments do not impose a cost on persons required to comply with the rules.

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

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: The proposed amendments would have no locally maintained paperwork requirements.

PUBLIC COMMENTS: In accordance with the SBEC rulemaking process, a summary of comments received by the SBEC on its proposed rules is shared with the SBOE under separate cover prior to this SBOE meeting.

OTHER COMMENTS AND RELATED ISSUES: None.

MOTION TO BE CONSIDERED: The State Board of Education:

Take no action on the proposed amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs.

Staff Members Responsible: Ryan Franklin, Associate Commissioner
Educator Leadership and Quality

Tam Jones, Director
Educator Preparation

Attachment I: Statutory Citations

Attachment II: Text of Proposed Amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs

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ATTACHMENT I

Statutory Citations Relating to Proposed Amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs

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;

Texas Education Code, §21.044, Educator Preparation, as amended by Senate Bill (SB) 7, SB 1839, and SB 1963, 85th Texas Legislature, Regular Session, 2017:

- (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.
- (b) Any minimum academic qualifications for a certificate specified under Subsection (a) that require a person to possess a bachelor's degree must also require that the person receive, as part of the training required to obtain that certificate, instruction in detection and education of students with dyslexia.
- (c) The instruction under Subsection (b) must:
 - (1) be developed by a panel of experts in the diagnosis and treatment of dyslexia who are:
 - (A) employed by institutions of higher education; and
 - (B) approved by the board; and
 - (2) include information on:
 - (A) characteristics of dyslexia;
 - (B) identification of dyslexia; and
 - (C) effective, multisensory strategies for teaching students with dyslexia.
- (c-1) Any minimum academic qualifications for a certificate specified under Subsection (a) that require a person to possess a bachelor's degree must also require that the person receive, as part of the training required to obtain that certificate, instruction regarding mental health, substance abuse, and youth suicide. The instruction required must:
 - (1) be provided through a program selected from the list of recommended best practice-based programs and research-based practices established under Section 161.325, Health and Safety Code; and

- (2) include effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and supports.
- (c-2) Any minimum academic qualifications for a certificate specified under Subsection (a) that require a person to possess a bachelor's degree must also require that the person receive, as part of the training required to obtain that certificate, instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:
- (1) be aligned with the International Society for Technology in Education's standards for teachers;
 - (2) provide effective, evidence-based strategies to determine a person's degree of digital literacy; and
 - (3) include resources to address any deficiencies identified by the digital literacy evaluation.
- (d) In proposing rules under this section, the board shall specify that to obtain a certificate to teach an "applied STEM course," as that term is defined by Section 28.027, at a secondary school, a person must:
- (1) pass the certification test administered by the recognized national or international business and industry group that created the curriculum the applied STEM course is based on; and
 - (2) have at a minimum:
 - (A) an associate degree from an accredited institution of higher education; and
 - (B) three years of work experience in an occupation for which the applied STEM course is intended to prepare the student.
- (e) In proposing rules under this section for a person to obtain a certificate to teach a health science technology education course, the board shall specify that a person must have:
- (1) an associate degree or more advanced degree from an accredited institution of higher education;
 - (2) current licensure, certification, or registration as a health professions practitioner issued by a nationally recognized accrediting agency for health professionals; and
 - (3) at least two years of wage earning experience utilizing the licensure requirement.
- (f) The board may not propose rules for a certificate to teach a health science technology education course that specify that a person must have a bachelor's degree or that establish any other credential or teaching experience requirements that exceed the requirements under Subsection (e).
- (f-1) Board rules addressing ongoing educator preparation program support for a candidate seeking certification in a certification class other than classroom teacher may not require that an educator preparation program conduct one or more formal observations of the candidate on the candidate's site in a face-to-face setting. The rules must permit each required formal observation to occur on the candidate's site or through use of electronic transmission or other video-based or technology-based method.
- (g) Each educator preparation program must provide information regarding:
- (1) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;

- (2) the effect of supply and demand forces on the educator workforce in this state;
- (3) the performance over time of the educator preparation program;
- (4) the importance of building strong classroom management skills; [~~and~~]
- (5) the framework in this state for teacher and principal evaluation, including the procedures followed in accordance with Subchapter H; and
- (6) appropriate relationships, boundaries, and communications between educators and students.

Texas Education Code, §21.0442, Educator Preparation Program for Probationary and Standard Trade and Industrial Workforce Training Certificates, as added by House Bill (HB) 3349, 85th Texas Legislature, Regular Session, 2017 (excerpts):

- (c) In proposing rules for an educator preparation program under this section, the board shall ensure that the program requires at least 80 hours of classroom instruction in:
 - (1) a specific pedagogy;
 - (2) creating lesson plans;
 - (3) creating student assessment instruments;
 - (4) classroom management; and
 - (5) relevant federal and state education laws.

Texas Education Code, §21.0443, Educator Preparation Program Approval and Renewal:

- (a) The board shall propose rules to establish standards to govern the approval or renewal of approval of:
 - (1) educator preparation programs; and
 - (2) certification fields authorized to be offered by an educator preparation program.
- (b) To be eligible for approval or renewal of approval, an educator preparation program must adequately prepare candidates for educator certification and meet the standards and requirements of the board.
- (c) The board shall require that each educator preparation program be reviewed for renewal of approval at least every five years. The board shall adopt an evaluation process to be used in reviewing an educator preparation program for renewal of approval.

Texas Education Code, §21.0453, Information for Candidates for Teacher Certification:

- (a) The board shall require an educator preparation program to provide candidates for teacher certification with information concerning the following:
 - (1) skills and responsibilities required of teachers;
 - (2) expectations for student performance based on state standards;
 - (3) the current supply of and demand for teachers in this state;
 - (4) the importance of developing classroom management skills; and
 - (5) the state's framework for appraisal of teachers and principals.
- (b) The board may propose rules as necessary for administration of this section, including rules to ensure that accurate and consistent information is provided by all educator preparation programs.

Texas Education Code, §21.0454, Risk Factors for Educator Preparation Programs; Risk-Assessment Model:

- (a) The board shall propose rules necessary to develop a set of risk factors to use in assessing the overall risk level of each educator preparation program. The set of risk factors must include:
 - (1) a history of the program's compliance with state law and board rules, standards, and procedures, with consideration given to:
 - (A) the seriousness of any violation of a rule, standard or procedure;
 - (B) whether the violation resulted in an action being taken against the program;
 - (C) whether the violation was promptly remedied by the program;
 - (D) the number of alleged violations; and
 - (E) any other matter considered to be appropriate in evaluating the program's compliance history; and
 - (2) whether the program meets the accountability standards under Section 21.045.
- (b) The set of risk factors developed by the board may include whether an educator preparation program is accredited by other organizations.
- (c) The board shall use the set of risk factors to guide the agency in conducting monitoring, inspections, and compliance audits of educator preparation programs, including evaluations associated with renewals under Section 21.0443.

Texas Education Code, §21.0455, Complaints Regarding Educator Preparation Programs:

- (a) The board shall propose rules necessary to establish a process for a candidate for teacher certification to direct a complaint against an educator preparation program to the agency.
- (b) The board by rule shall require an educator preparation program to notify candidates for teacher certification of the complaint process adopted under Subsection (a). The notice must include the name, mailing address, telephone number, and Internet website address of the agency for the purpose of directing complaints to the agency. The educator preparation program shall provide for that notification:
 - (1) on the Internet website of the educator preparation program, if the program maintains a website; and
 - (2) on a sign prominently displayed in program facilities.
- (c) The board shall post the complaint process adopted under Subsection (a) on the agency's Internet website.
- (d) The board has no authority to arbitrate or resolve contractual or commercial issues between an educator preparation program and a candidate for teacher certification.

Texas Education Code, §21.046, Qualifications for Certification as Superintendent or Principal (excerpts):

- (b) The qualifications for certification as a principal must be sufficiently flexible so that an outstanding teacher may qualify by substituting approved experience and professional training for part of the educational requirements. Supervised and approved on-the-job experience in addition to required internship shall be accepted in lieu of classroom hours. The qualifications must emphasize:

- (1) instructional leadership;
- (2) administration, supervision, and communication skills;
- (3) curriculum and instruction management;
- (4) performance evaluation;
- (5) organization; and
- (6) fiscal management.

Texas Education Code, §21.0485, Certification to Teach Students with Visual Impairments:

- (a) To be eligible to be issued a certificate to teach students with visual impairments, a person must:
 - (1) complete either:
 - (A) all course work required for that certification in an approved educator preparation program; or
 - (B) an alternative educator certification program approved for the purpose by the board;
 - (2) perform satisfactorily on each examination prescribed under Section 21.048 for certification to teach students with visual impairments, after completing the course work or program described by Subdivision (1); and
 - (3) satisfy any other requirements prescribed by the board.
- (b) Subsection (a) does not apply to eligibility for a certificate to teach students with visual impairments, including eligibility for renewal of that certificate, if the application for the initial certificate was submitted on or before September 1, 2011.

Texas Education Code, §21.0487, Junior Reserve Officer Training Corps Teacher Certification (excerpts):

- (c) The board shall propose rules to:
 - (1) approve educator preparation programs to prepare a person as a teacher for certification under this section; and
 - (2) establish requirements under which:
 - (A) a person's training and experience acquired during the person's military service serves as proof of the person's demonstration of subject matter knowledge if that training and experience is verified by the branch of service in which the person served; and
 - (B) a person's employment by a school district as a Junior Reserve Officer Training Corps instructor before the person was enrolled in an educator preparation program or while the person is enrolled in an educator preparation program is applied to satisfy any student teaching, internship, or field-based experience program requirement.

Texas Education Code, §21.0489, Early Childhood Certification, as added by SB 1839 and HB 2039, 85th Texas Legislature, Regular Session, 2017 (excerpt):

- (c) To be eligible for a certificate established under this section, a person must:
 - (1) either:

- (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.

Texas Education Code, §21.049, Alternative Certification (excerpt):

- (a) To provide a continuing additional source of qualified educators, the board shall propose rules providing for educator certification programs as an alternative to traditional educator preparation programs. The rules may not provide that a person may be certified under this section only if there is a demonstrated shortage of educators in a school district or subject area.

Texas Education Code, §21.0491, Probationary and Standard Trade and Industrial Workforce Training Certificates:

- (a) To provide a continuing additional source of teachers to provide workforce training, the board shall establish a probationary trade and industrial workforce training certificate and a standard trade and industrial workforce training certificate that may be obtained through an abbreviated educator preparation program under Section 21.0442.
- (b) To be eligible for a probationary certificate under this section, a person must:
 - (1) satisfactorily complete the course work for that certificate in an educator preparation program under Section 21.0442; and
 - (2) satisfy any other requirements prescribed by the board.
- (c) To be eligible for a standard certificate under this section, a person must:
 - (1) hold a probationary certificate issued under this section;
 - (2) be employed by:
 - (A) a public or private primary or secondary school; or
 - (B) an institution of higher education or an independent or private institution of higher education as those terms are defined by Section 61.003; and
 - (3) perform satisfactorily on a standard trade and industrial workforce training certificate examination prescribed by the board.

- (d) The limitation imposed by Section 21.048(a-1) on the number of administrations of an examination does not apply to the administration of the standard trade and industrial workforce training certificate examination prescribed by the board.
- (e) Notwithstanding any other law, the board may administer the standard trade and industrial workforce training certificate examination to a person who satisfies the requirements of Subsections (c)(1) and (2).
- (f) The board shall propose rules to:
 - (1) specify the term of a probationary certificate and a standard certificate issued under this section; and
 - (2) establish the requirements for renewal of a standard certificate.

Texas Education Code, §21.050, Academic Degree Required for Teaching Certificate; Internship (excerpts):

- (b) The board may not require more than 18 semester credit hours of education courses at the baccalaureate level for the granting of a teaching certificate. The board shall provide for a minimum number of semester credit hours of internship to be included in the hours needed for certification. The board may propose rules requiring additional credit hours for certification in bilingual education, English as a second language, early childhood education, or special education.
- (c) A person who receives a bachelor's degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under Section 54.363 may not be required to participate in any field experience or internship consisting of student teaching to receive a teaching certificate.

Texas Education Code, §21.051, Rules Regarding Field-Based Experience and Options for Field Experience and Internships, as amended by SB 1839, 85th Texas Legislature, Regular Session, 2017:

- (a) In this section, "teacher of record" means a person employed by a school district who teaches the majority of the instructional day in an academic instructional setting and is responsible for evaluating student achievement and assigning grades.
- (b) Before a school district may employ a candidate for certification as a teacher of record and, except as provided by Subsection (b-1), after the candidate's admission to an educator preparation program, the candidate must complete at least 15 hours of field-based experience in which the candidate is actively engaged in instructional or educational activities under supervision at:
 - (1) a public school campus accredited or approved for the purpose by the agency; or
 - (2) a private school recognized or approved for the purpose by the agency.
- (b-1) A candidate may satisfy up to 15 hours of the field-based experience requirement under Subsection (b) by serving as a long-term substitute teacher as prescribed by board rule. Experience under this subsection may occur after the candidate's admission to an educator preparation program or during the two years before the date the candidate is admitted to the program. The candidate's experience in instructional or educational activities must be documented by the educator preparation program and must be obtained at:
 - (1) a public school campus accredited or approved for the purpose by the agency; or
 - (2) a private school recognized or approved for the purpose by the agency.

- (c) Subsection (b) applies only to an initial certification issued on or after September 1, 2012. Subsection (b) does not affect:
 - (1) the validity of a certification issued before September 1, 2012; or
 - (2) the eligibility of a person who holds a certification issued before September 1, 2012, to obtain a subsequent renewal of the certification in accordance with board rule.
- (d) Subsection (b) does not affect the period within which an individual must complete field-based experience hours as determined by board rule if the individual is not accepted into an educator preparation program before the deadline prescribed by board rule and is hired for a teaching assignment by a school district after the deadline prescribed by board rule.
- (e) The board shall propose rules relating to the field-based experience required by Subsection (b). The commissioner by rule shall adopt procedures and standards for recognizing a private school under Subsection (b)(2).
- (f) The board shall propose rules providing flexible options for persons for any field-based experience or internship required for certification.

Texas Occupations Code, §55.007, License Eligibility Requirements for Applicants with Military Experience:

- (a) Notwithstanding any other law, a state agency that issues a license shall, with respect to an applicant who is a military service member or military veteran, credit verified military service, training, or education toward the licensing requirements, other than an examination requirement, for a license issued by the state agency.
- (b) The state agency shall adopt rules necessary to implement this section.
- (c) Rules adopted under this section may not apply to an applicant who:
 - (1) holds a restricted license issued by another jurisdiction; or
 - (2) has an unacceptable criminal history according to the law applicable to the state agency.

ATTACHMENT II
Text of Proposed Amendments to 19 TAC

Chapter 228. Requirements for Educator Preparation Programs

§228.1. General Provisions.

- (a) To ensure the highest level of educator preparation and practice, the State Board for Educator Certification (SBEC) recognizes that the preparation of educators must be the joint responsibility of educator preparation programs (EPPs) and the Early Childhood-Grade 12 public and private schools of Texas. Collaboration in the development, delivery, and evaluation of educator preparation is required.
- (b) Consistent with the Texas Education Code, §21.049, the SBEC's rules governing educator preparation are designed to promote flexibility and creativity in the design of EPPs to accommodate the unique characteristics and needs of different regions of the state as well as the diverse population of potential educators.
- (c) All EPPs are subject to the same standards of accountability, as required under Chapter 229 of this title (relating to Accountability System for Educator Preparation Programs).
- (d) If the governor declares a state of disaster consistent with the Texas Government Code, §418.014, Texas Education Agency staff may extend deadlines in this chapter for up to 90 days and decrease clinical teaching, internship, and practicum assignment minimums by up to 20 percent as necessary to accommodate persons in the affected disaster areas.

§228.2. Definitions.

The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Academic year--If not referring to the academic year of a particular public, private, or charter school or institution of higher education, September 1 through August 31.
- (2) Accredited institution of higher education--An institution of higher education that, at the time it conferred the degree, was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.
- (3) Alternative certification program--An approved educator preparation program, delivered by entities described in §228.20(a) of this title (relating to Governance of Educator Preparation Programs), specifically designed as an alternative to a traditional undergraduate certification program, for individuals already holding at least a bachelor's degree from an accredited institution of higher education.
- (4) Benchmarks--A record similar to a transcript for each candidate enrolled in an educator preparation program documenting the completion of admission, program, certification, and other requirements.
- (5) Candidate--An individual who has been formally or contingently admitted into an educator preparation program; also referred to as an enrollee or participant.
- (6) Certification category--A certificate type within a certification class; also known as certification field.
- (7) Certification class--A certificate, as described in §230.33 of this title (relating to Classes of Certificates), that has defined characteristics; also known as certification field.
- (8) Classroom teacher--An educator who is employed by a school or district and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technical instructional setting. This term does not include an educational aide or a full-time administrator.

- (9) Clinical teaching--A supervised educator assignment through an educator preparation program at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching.
- (10) Clock-hours--The actual number of hours of coursework or training provided; for purposes of calculating the training and coursework required by this chapter, one semester credit hour at an accredited institution of higher education is equivalent to 15 clock-hours. Clock-hours of field-based experiences, clinical teaching, internship, and practicum are actual hours spent in the required educational activities and experiences.
- (11) Contingency admission--Admission as described in §227.15 of this title (relating to Contingency Admission).
- (12) Cooperating teacher--For a clinical teacher candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training, including training in how to coach and mentor teacher candidates, by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.
- (13) Educator preparation program--An entity that must be approved by the State Board for Educator Certification to recommend candidates in one or more educator certification classes.
- (14) Entity--The legal entity that is approved to deliver an educator preparation program.
- (15) Field-based experiences--Introductory experiences for a classroom teacher certification candidate involving, at the minimum, reflective observation of Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities in a school setting.
- (16) Field supervisor--A currently certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. A field supervisor with experience as a campus-level administrator [~~principal~~] and who holds a current certificate that is appropriate for a principal assignment may also supervise [~~principal~~] classroom teacher, master teacher, and reading specialist candidates. A field supervisor with experience as a district-level administrator [~~superintendent~~] and who holds a current certificate that is appropriate for a superintendent assignment may also supervise [~~superintendent~~] principal [~~classroom teacher, master teacher, and reading specialist~~] candidates. If an individual is not currently certified, an individual must hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type of continuing professional education requirements described in §232.11 of this title (relating to Number and Content of Required Continuing Professional Education Hours), §232.13 of this title (relating to Number of Required Continuing Professional Education Hours by Classes of Certificates), and §232.15 of this title (relating to Types of Acceptable Continuing Professional Education Activities). A field supervisor shall not be employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum. A mentor, cooperating teacher, or site supervisor, assigned as required by §228.35(f) [~~§228.35(e)~~] [~~§228.35(e)~~] of this title (relating to Preparation Program Coursework and/or Training), may not also serve as a candidate's field supervisor.
- (17) Formal admission--Admission as described in §227.17 of this title (relating to Formal Admission).

- (18) Head Start Program--The federal program established under the Head Start Act (42 United States Code, §9801 et seq.) and its subsequent amendments.
- (19) Initial certification--The first Texas certificate in a class of certificate issued to an individual based on participation in an approved educator preparation program.
- (20) Intern certificate--A type of certificate as specified in §230.36 of this title (relating to Intern Certificates) that is issued to a candidate who has pass all required content certification examinations and is completing initial requirements for certification through an approved educator preparation program.
- (21) Internship--A paid supervised classroom teacher assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate. [An internship is successful when the field supervisor and supervising campus administrator recommend to the EPP that the candidate should be recommended for a standard certificate.]
- (22) Late hire--An individual who has not been accepted into an educator preparation program before the 45th day before the first day of instruction and who is hired for a teaching assignment by a school after the 45th day before the first day of instruction or after the school's academic year has begun.
- (23) Mentor--For an internship candidate, an educator who is collaboratively assigned by the campus administrator and the educator preparation program (EPP); who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed mentor training , including training in how to coach and mentor teacher candidates, by an EPP within three weeks of being assigned to the intern; who is currently certified in the certification category in which the internship candidate is seeking certification; who guides, assists, and supports the candidate during the internship in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.
- (24) Pedagogy--The art and science of teaching, incorporating instructional methods that are developed from scientifically-based research.
- (25) Post-baccalaureate program--An educator preparation program, delivered by an accredited institution of higher education and approved by the State Board for Educator Certification to recommend candidates for certification, that is designed for individuals who already hold at least a bachelor's degree and are seeking an additional degree.
- (26) Practicum--A supervised educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that is in a school setting in the particular class for which a certificate in a class other than classroom teacher is sought.
- (27) Probationary certificate--A type of certificate as specified in §230.37 of this title (relating to Probationary Certificates) that is issued to a candidate who has passed all required certification examinations and is completing requirements for certification through an approved educator preparation program.
- (28) School day--If not referring to the school day of a particular public or private school, a school day shall be at least seven hours (420 minutes) each day, including intermissions and recesses.
- (29) School year--If not referring to the school year of a particular public or private school, a school year shall provide at least 180 days (75,600 minutes) of instruction for students.
- (30) Site supervisor--For a practicum candidate, an educator who has at least three years of experience in the aspect(s) of the certification class being pursued by the candidate; who is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP); who is currently certified in the certification class in which the practicum candidate is seeking certification; who has completed training by the EPP , including training in how to coach and mentor candidates, within three weeks of being assigned to a practicum candidate; who is an

accomplished educator as shown by student learning; who guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's field supervisor.

- (31) Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.
- (32) Texas Essential Knowledge and Skills (TEKS)--The kindergarten-Grade 12 state curriculum in Texas adopted by the State Board of Education and used as the foundation of all state certification examinations.

§228.30. Educator Preparation Curriculum.

- (a) The educator standards adopted by the State Board for Educator Certification [~~(SBEC)~~] shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).
- (b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure educator effectiveness.
- (c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:
 - (1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include:
 - (A) professional ethical conduct, practices, and performance;
 - (B) ethical conduct toward professional colleagues; and
 - (C) ethical conduct toward students;
 - (2) instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b);
 - (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c-1) . Instruction acquired from the list of recommended best practice-based programs or research-based practices shall be implemented as required by the provider of the best practice-based program or research-based practice ;
 - (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
 - (5) the importance of building strong classroom management skills; [~~and~~]
 - (6) the framework in this state for teacher and principal evaluation ; [~~;~~]
 - (7) appropriate relationships, boundaries, and communications between educators and students; and
 - (8) instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:
 - (A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;
 - (B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; and
 - (C) include resources to address any deficiencies identified by the digital literacy evaluation.
- (d) The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:
 - (1) the relevant TEKS, including the English Language Proficiency Standards;

- (2) reading instruction, including instruction that improves students' content-area literacy;
 - (3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and
 - (4) the skills and competencies captured in the Texas teacher standards in Chapter 149, Subchapter AA, of this title (relating to Teacher Standards) ~~;~~ ~~[, which include:]~~
 - ~~[(A) instructional planning and delivery;]~~
 - ~~[(B) knowledge of students and student learning;]~~
 - ~~[(C) content knowledge and expertise;]~~
 - ~~[(D) learning environment;]~~
 - ~~[(E) data driven practice; and]~~
 - ~~[(F) professional practices and responsibilities;]~~
- (e) For candidates seeking certification in the principal certification class, the curriculum shall include the skills and competencies captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of this title (relating to Administrator Standards) ~~;~~ ~~[, which include:]~~
- ~~[(1) instructional leadership;]~~
 - ~~[(2) human capital;]~~
 - ~~[(3) executive leadership;]~~
 - ~~[(4) school culture; and]~~
 - ~~[(5) strategic operations;]~~
- (f) The following educator content standards from Chapter 235 of this title (relating to Classroom Teacher Certification Standards) shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3:
- (1) Child Development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards;
 - (2) Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and
 - (3) Science of Teaching Reading Standards.

§228.35. Preparation Program Coursework and/or Training.

- (a) Coursework and/or training for candidates seeking initial certification in any certification class.
 - (1) An educator preparation program (EPP) shall provide coursework and/or training to adequately prepare candidates for educator certification and ensure the educator is effective in the classroom.
 - (2) Coursework and/or training shall be sustained, rigorous, intensive, interactive, candidate-focused, and performance-based.
 - (3) All coursework and/or training shall be completed prior to EPP completion and standard certification.
 - (4) With appropriate documentation such as certificate of attendance, sign-in sheet, or other written school district verification, 50 clock-hours of training may be provided by a school district and/or campus that is an approved Texas Education Agency (TEA) ~~[TEA]~~ continuing professional education provider to a candidate who is considered a late hire. The training provided by the school district and/or campus must meet the criteria described in the Texas Education Code

(TEC), §21.451 (Staff Development Requirements) and must be directly related to the certificate being sought.

- (5) Each EPP must develop and implement specific criteria and procedures that allow:
 - (A) military service member or military veteran candidates to credit verified military service, training, or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, training, or education is directly related to the certificate being sought; and
 - (B) candidates who are not military service members or military veterans to substitute prior or ongoing service, training, or education, provided that the experience, education, or training is not also counted as a part of the internship, clinical teaching, or practicum requirements, was provided by an approved EPP or an accredited institution of higher education within the past five years, and is directly related to the certificate being sought.
- (6) Coursework and training that is offered online must meet, or the EPP must be making progress toward meeting, criteria set for accreditation, quality assurance, and/or compliance with one or more of the following:
 - (A) Accreditation or Certification by the Distance Education Accrediting Commission;
 - (B) Program Design and Teaching Support Certification by Quality Matters;
 - (C) Part 1, Chapter 4, Subchapter P, of this title (relating to Approval of Distance Education Courses and Programs for Public Institutions); or
 - (D) Part 1, Chapter 7 of this title (relating to Degree Granting Colleges and Universities Other than Texas Public Institutions).
- (b) Coursework and/or training for candidates seeking initial certification in the classroom teacher certification class. An EPP shall provide each candidate with a minimum of 300 clock-hours of coursework and/or training. An EPP shall provide a minimum of 200 clock-hours of coursework and/or training for a candidate seeking a Trade and Industrial Workforce Training certificate as specified by §233.14(e) of this title (relating to Career and Technical Education (Certificates requiring experience and preparation in a skill area)). Unless a candidate qualifies as a late hire, a candidate shall complete the following prior to any clinical teaching or internship:
 - (1) a minimum of 30 clock-hours of field-based experience. Up to 15 clock-hours of this field-based experience may be provided by use of electronic transmission or other video or technology-based method; and
 - (2) 150 clock-hours of coursework and/or training that allows candidates to demonstrate proficiency in:
 - (A) designing clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher-order thinking, persistence, and achievement;
 - (B) formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments;
 - (C) ensuring high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;
 - (D) clearly and accurately communicating to support persistence, deeper learning, and effective effort;
 - (E) organizing a safe, accessible, and efficient classroom;
 - (F) establishing, communicating, and maintaining clear expectations for student behavior;
 - (G) leading a mutually respectful and collaborative class of actively engaged learners;

- (H) meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities;
- (I) reflect on his or her practice; and
- (J) effectively communicating with students, families, colleagues, and community members.

~~[(c) Coursework and training for candidates seeking initial certification in the classroom teacher certification class in Trade and Industrial Workforce Training, Marketing: Grades 6-12, or Health Science: Grades 6-12. An EPP shall provide a minimum of 200 clock hours of coursework and/or training for a candidate seeking a Trade and Industrial Workforce Training certificate as specified in §233.14(b), (c), and (e) of this title (relating to Career and Technical Education (Certificates requiring experience and preparation in a skill area)).]~~

~~[(1) A candidate shall complete the following prior to any clinical teaching or internship:]~~

~~[(A) the field based experience described in subsection (b)(1) of this section; and]~~

~~[(B) 80 clock hours of coursework and/or training described in subsection (b)(2) of this section and the educator standards related to those fields.]~~

~~[(2) Prior to completion of the program, a candidate shall complete 90 clock hours of coursework and/or training described in §228.30(a)-(d) of this title (relating to Educator Preparation Curriculum). The additional coursework and/or training may be provided by a school district, a campus, an EPP, or another entity that is an approved TEA continuing professional education provider. Appropriate documentation such as certificate of attendance, sign-in sheet, or other written verification must be validated by the candidate's EPP.]~~

~~[(c) [(d)] [(e)]~~ Coursework and/or training for candidates seeking initial certification in a certification class other than classroom teacher. An EPP shall provide coursework and/or training to ensure that the educator is effective in the assignment. An EPP shall provide a candidate with a minimum of 200 clock-hours of coursework and/or training that is directly aligned to the educator standards for the applicable certification class.

~~[(d) [(e)] [(d)]~~ Late hire provisions. A late hire for a school district teaching position may begin employment under an intern or probationary certificate before completing the pre-internship requirements of subsection (b) of this section, but shall complete these requirements within 90 school days of assignment.

~~[(e) [(f)] [(e)]~~ Educator preparation program delivery. An EPP shall provide evidence of ongoing and relevant field-based experiences throughout the EPP in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning.

(1) For initial certification in the classroom teacher certification class, each EPP shall provide field-based experiences, as defined in §228.2 of this title (relating to Definitions), for a minimum of 30 clock-hours. The field-based experiences must be completed prior to assignment in an internship or clinical teaching.

(A) Field-based experiences must include 15 clock-hours in which the candidate, under the direction of the EPP, is actively engaged in instructional or educational activities that include:

- (i) authentic school settings in a public school accredited by the TEA [Texas Education Agency (TEA)] or other school approved by the TEA for this purpose;
- (ii) instruction by content certified teachers;
- (iii) actual students in classrooms/instructional settings with identity-proof provisions;
- (iv) content or grade-level specific classrooms/instructional settings; and
- (v) written reflection of the observation.

(B) Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission or other video or technology-based method. Field-based experience provided by use of electronic transmission or other video or technology-based method must include:

- (i) direction of the EPP;
- (ii) authentic school settings in an accredited public or private school;
- (iii) instruction by content certified teachers;
- (iv) actual students in classrooms/instructional settings with identity-proof provisions;
- (v) content or grade-level specific classrooms/instructional settings; and
- (vi) written reflection of the observation.

(C) Up to 15 clock-hours of field-based experience may be satisfied by serving as a long-term substitute. A long-term substitute is an individual who has been hired by a school or district to work at least 30 consecutive days in an assignment as a classroom teacher. Experience may occur after the candidate's admission to an EPP or during the two years before the date the candidate is admitted to the EPP. The candidate's experience in instructional or educational activities must be documented by the EPP and must be obtained at a public or private school accredited or approved for the purpose by the TEA.

(2) For initial certification in the classroom teacher certification class, each EPP shall also provide at least one of the following . [z]

(A) Clinical Teaching.

(i) Clinical teaching must meet one of the following requirements:

(I) [~~(A)~~] [~~clinical teaching for~~] a minimum of 14 weeks (no fewer [~~less~~] than 70 [~~65~~] full days), with a full day being 100% of the school day; or

(II) [~~(B)~~] [~~clinical teaching for~~] a minimum of 28 weeks (no fewer [~~less~~] than 140 [~~130~~] half days) , with a half day being 50% of the school day . [z] ~~or~~

(ii) A clinical teaching assignment as described in clause (i)(I) of this subparagraph shall not be less than an average of four hours each day in the subject area and grade level of certification sought. The average includes intermissions and recesses but does not include conference and duty-free lunch periods.

(iii) Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.

(iv) An EPP may permit a full day clinical teaching assignment up to 5 full days fewer than the minimum and a half day clinical teaching assignment up to 10 half days fewer than the minimum if due to maternity leave, military leave, [~~or~~] illness , or bereavement .

(B) [~~(C)~~] Internship. An internship must be for a minimum of one full school year for the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP.

- (i) An EPP may permit an internship of up to 30 school days ~~fewer~~ ~~[less]~~ than the minimum if due to maternity leave, military leave, illness, bereavement, or if the late hire date is after the first day of the school year .
- (ii) The beginning date for an internship for the purpose of field supervision is the first day of instruction with students in the school or district in which the internship takes place.
- (iii) An internship assignment shall not be less than an average of four hours each day in the subject area and grade level of certification sought. The average includes intermissions and recesses but does not include conference and duty-free lunch periods. An EPP may permit an additional internship assignment of less than an average of four hours each day if:
 - (I) the primary assignment is not less than an average of four hours each day in the subject area and grade level of certification sought;
 - (II) the EPP is approved to offer preparation in the certification category required for the additional assignment;
 - (III) the EPP provides ongoing support for each assignment as prescribed in subsection (g) ~~(h)~~ ~~(e)~~ of this section;
 - (IV) the EPP provides coursework and training for each assignment to adequately prepare the candidate to be effective in the classroom; and
 - (V) the employing school or district notifies the candidate and the EPP in writing that an assignment of less than four hours will be required.
- (iv) A candidate must hold an intern or probationary certificate while participating in an internship. A candidate must meet the requirements and conditions, including the subject matter knowledge requirement, prescribed in §230.36 of this title (relating to Intern Certificates) and §230.37 of this title (relating to Probationary Certificates) to be eligible for an intern or probationary certificate.
- (v) An EPP may recommend an additional internship if:
 - (I) the EPP certifies that the first internship was not successful, the EPP has developed a plan to address any deficiencies identified by the candidate and the candidate's field supervisor, and the EPP implements the plan during the additional internship; or
 - (II) the EPP certifies that the first internship was successful and that the candidate is making satisfactory progress toward completing the EPP before the end of the additional internship.
- (vi) An EPP must provide ongoing support to a candidate as described in subsection (g) ~~(h)~~ ~~(e)~~ of this section for the full term of the initial and any additional internship, unless, prior to the expiration of that term:
 - (I) a standard certificate is issued to the candidate during any additional internship under a probationary certificate;
 - (II) the candidate resigns, is non-renewed, or is terminated by the school or district. A candidate must provide the EPP the official notice of resignation or termination within seven calendar days ~~[one business day]~~ after receipt of the notice from the employing school or district. Within seven calendar days ~~[one business day]~~ after receipt of the official notice of resignation or termination, an EPP must notify a candidate in writing that the EPP will provide TEA with notice about the resignation or termination and that the intern or probationary certificate will be inactivated by the TEA 30 calendar days from the effective date of the resignation or termination. Within one business

day after providing the notice to a candidate, an EPP must email the TEA a copy of the notice to the candidate and a copy of the official notice of the resignation or termination;

(III) the candidate is discharged or is released from the EPP. An EPP must notify a candidate in writing that the candidate is being discharged or released, that the EPP will provide the employing school or district with notice of the discharge or release, that the EPP will provide TEA with notice about the discharge or release ~~[resignation or termination]~~ , and that the intern or probationary certificate will be inactivated by the TEA 30 calendar days from the effective date of the discharge or release. Within one business day after providing a candidate with notice of discharge or release, an EPP must provide written notification to the employing school or district of the withdrawal, discharge, or release. Within one business day of providing notice to the employing school or district, an EPP must email the TEA a copy of the notice of discharge or release and a copy of the notice to the employing school or district; ~~[or]~~

(IV) the candidate withdraws from the EPP. A candidate must notify the EPP in writing that the candidate is withdrawing from the EPP. Within seven calendar days ~~[one business day]~~ after receipt of the withdrawal notice, an EPP must notify a candidate in writing that the EPP will provide the employing school or district with notice of the withdrawal, that the EPP will provide TEA with notice about the withdrawal, and that the intern or probationary certificate will be inactivated by the TEA 30 calendar days from the effective date of the withdrawal. Within one business day after providing a candidate with notice of discharge or release, an EPP must provide written notification to the employing school or district of the withdrawal, discharge, or release. Within one business day of providing notice to the employing school or district, an EPP must email the TEA a copy of the notice of withdrawal and a copy of the notice to the employing school or district ; or ~~[]~~

(V) the internship assignment does not meet the requirements described in this subparagraph. Within seven calendar days of knowing that an internship assignment does not meet requirements, an EPP must notify a candidate in writing: that the internship assignment does not meet the requirements; that the EPP will provide the employing school or district with notice; that the EPP will provide the TEA with notice; and that the intern or probationary certificate will be inactivated by the TEA 30 calendar days from the effective date the notice to the candidate was sent by the EPP. Within one business day after providing a candidate with notice, an EPP must provide written notification to the employing school or district that the internship assignment does not meet requirements and that the TEA will inactivate the certificate. Within one business day of providing notice to the employing school or district, an EPP must email the TEA a copy of the notice to the candidate and a copy of the notice to the employing school or district.

(vii) An internship is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and campus supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or campus supervisor do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or campus supervisor.

(viii) An internship for a Trade and Industrial Workforce Training certificate may be at an accredited institution of higher education if the candidate teaches not less than an average of four hours each day, including intermissions and recesses, in a dual credit career and technical instructional setting as defined by Part 1, Chapter 4, Subchapter D of this title (relating to Dual Credit Partnerships Between Secondary Schools and Public Schools).

(3) ~~(D)~~ An EPP may request an exception to the clinical teaching option described in this subsection.

(A) Submission of Exception Request. The request for an ~~An~~ exception must include an alternate requirement that will adequately prepare candidates for educator certification and ensure the educator is effective in the classroom. The request for an exception must be submitted in a form developed by the TEA staff that ~~which~~ shall include:

- (i) the rationale and support for the alternate clinical teaching option;
- (ii) a full description and methodology of the alternate clinical teaching option;
- (iii) a description of the controls to maintain the delivery of equivalent, quality education; and
- (iv) a description of the ongoing monitoring and evaluation process to ensure that EPP objectives are met.

(B) Review, Approval, and Revocation of Exception Request.

(i) ~~(E)~~ Exception requests will be reviewed by TEA staff, and the TEA staff shall recommend to the State Board for Educator Certification (SBEC) whether the exception should be approved. The SBEC may:

(I) approve the request;

(II) approve the request with conditions;

(III) deny approval of the request; or

(IV) defer action on the request pending receipt of further information.

(ii) If the SBEC approves the request with conditions, the EPP must meet the conditions specified in the request. If the EPP does not meet the conditions, the approval is revoked.

(iii) If the SBEC approves the request, the EPP must submit a written report of outcomes resulting from the clinical teaching exception to the TEA by September 15 of each academic year. If the EPP does not timely submit the report, the approval is revoked.

(iv) If the SBEC does approve the exception or an approval is revoked, an EPP must wait at least six months from the date of the denial or revocation before submitting a new request.

(4) ~~(F)~~ Candidates participating in an internship or a clinical teaching assignment need to experience a full range of professional responsibilities that shall include the start of the school year. The start of the school year is defined as the first 15 instructional days of the school year. If these experiences cannot be provided through clinical teaching or an internship, they must be provided through field-based experiences.

(5) ~~(G)~~ An internship or clinical teaching experience for certificates that include early childhood may be completed at a Head Start Program with the following stipulations:

(A) a certified teacher is available as a trained mentor;

(B) the Head Start program is affiliated with the federal Head Start program and approved by the TEA;

- (C) the Head Start program teaches three- and four-year-old students; and
 - (D) the state's prekindergarten curriculum guidelines are being implemented.
- (6) ~~(4)~~ An internship or clinical teaching experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.
- (7) ~~(5)~~ An internship or clinical teaching experience shall not take place in a setting where the candidate:
- (A) has an administrative role over the mentor or cooperating teacher; or
 - (B) is related to the field supervisor, mentor, or cooperating teacher by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.
- (8) ~~(6)~~ For certification in a class other than classroom teacher, each EPP shall provide a practicum for a minimum of 160 clock-hours whereby a candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought.
- (A) A practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.
 - (B) A practicum shall not take place in a setting where the candidate:
 - (i) has an administrative role over the site supervisor; or
 - (ii) is related to the field supervisor or site supervisor by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.
 - (C) An intern or probationary certificate may be issued to a candidate for a certification class other than classroom teacher who meets the requirements and conditions, including the subject matter knowledge requirement, prescribed in §230.37 of this title.
 - (i) A candidate for an intern or probationary certificate in a certification class other than classroom teacher must meet all requirements established by the recommending EPP, which shall be based on the qualifications and requirements for the class of certification sought and the duties to be performed by the holder of a probationary certificate in that class.
 - (ii) An EPP may recommend an additional practicum under a probationary certificate if:
 - (I) the EPP certifies that the first practicum was not successful, the EPP has developed a plan to address any deficiencies identified by the candidate and the candidate's field supervisor, and the EPP implements the plan during the additional practicum; or
 - (II) the EPP certifies that the first practicum was successful and that the candidate is making satisfactory progress toward completing the EPP before the end of the additional practicum.
 - (D) A practicum is successful when the field supervisor and the site supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or site supervisor does not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or site supervisor.
- (9) ~~(7)~~ Subject to all the requirements of this section, the TEA may approve a school that is not a public school accredited by the TEA as a site for field-based experience, internship, clinical teaching, and/or practicum.
- (A) All Department of Defense Education Activity (DoDEA) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC)

are approved by the TEA for purposes of field-based experience, internship, clinical teaching, and/or practicum.

- (B) An EPP may file an application with the TEA for approval, subject to periodic review, of a public school, a private school, or a school system located within any state or territory of the United States, as a site for field-based experience. The application shall be in a form developed by the TEA staff and shall include, at a minimum, evidence showing that the instructional standards of the school or school system align with those of the applicable Texas Essential Knowledge and Skills (TEKS) and SBEC certification standards.
- (C) An EPP may file an application with the TEA for approval, subject to periodic review, of a public or private school located within any state or territory of the United States, as a site for an internship, clinical teaching, and/or practicum required by this chapter. The application shall be in a form developed by the TEA staff and shall include, at a minimum:
 - (i) the accreditation(s) held by the school;
 - (ii) a crosswalk comparison of the alignment of the instructional standards of the school with those of the applicable TEKS and SBEC certification standards;
 - (iii) the certification, credentials, and training of the field supervisor(s) who will supervise candidates in the school; and
 - (iv) the measures that will be taken by the EPP to ensure that the candidate's experience will be equivalent to that of a candidate in a Texas public school accredited by the TEA.
- (D) An EPP may file an application with the TEA for approval, subject to periodic review, of a public or private school located outside the United States, as a site for clinical teaching, internship, or practicum required by this chapter. The application shall be in a form developed by the TEA staff and shall include, at a minimum, the same elements required in subparagraph (C) of this paragraph for schools located within any state or territory of the United States, with the addition of a description of the on-site program personnel and program support that will be provided and a description of the school's recognition by the U.S. State Department Office of Overseas Schools.

~~(f)~~ ~~(g)~~ ~~(h)~~ Mentors, cooperating teachers, and site supervisors. In order to support a new educator and to increase educator retention, an EPP shall collaborate with the campus or district administrator to assign each candidate a mentor during the candidate's internship, assign a cooperating teacher during the candidate's clinical teaching experience, or assign a site supervisor during the candidate's practicum. If an individual who meets the certification category and/or experience criteria for a cooperating teacher, mentor, or site supervisor is not available, the EPP and campus or district administrator shall assign an individual who most closely meets the criteria and document the reason for selecting an individual that does not meet the criteria. The EPP is responsible for providing mentor, cooperating teacher, and/or site supervisor training that relies on scientifically-based research, but the program may allow the training to be provided by a school, district, or regional education service center if properly documented.

~~(g)~~ ~~(h)~~ ~~(i)~~ Ongoing educator preparation program support for initial certification of teachers. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment. For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate, document educational practices observed; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate's cooperating teacher or mentor. Neither the pre-observation conference nor the post-observation conference need to be onsite. For candidates participating in an internship, the

field supervisor shall provide a copy of the written feedback to the candidate's supervising campus administrator. Formal observations by the field supervisor conducted through collaboration with school or district personnel can be used to meet the requirements of this subsection. Informal observations and coaching shall be provided by the field supervisor as appropriate. In a clinical teaching experience, the field supervisor shall collaborate with the candidate and cooperating teacher throughout the clinical teaching experience. For an internship, the field supervisor shall collaborate with the candidate, mentor, and supervising campus administrator throughout the internship.

- (1) Each formal observation must be at least 45 minutes in duration, must be conducted by the field supervisor, and must be on the candidate's site in a face-to-face setting.
- (2) An EPP must provide the first formal observation within the first third of all clinical teaching assignments and the first six weeks of all internship assignments.
- (3) For an internship under an intern certificate or an additional internship described in subsection (e)(2)(B)(v)(I) ~~[(f)(2)(B)(v)(I)]~~ ~~[(e)(2)(C)(v)(I)]~~ of this section, an EPP must provide a minimum of three formal observations during the first half of the internship and a minimum of two formal observations during the last half of the internship.
- (4) For a first-year internship under a probationary certificate or an additional internship described in subsection (e)(2)(B)(v)(II) ~~[(f)(2)(B)(v)(II)]~~ ~~[(e)(2)(C)(v)(II)]~~ of this section, an EPP must provide a minimum of one formal observation during the first third of the assignment, a minimum of one formal observation during the second third of the assignment, and a minimum of one formal observation during the last third of the assignment.
- (5) If an internship under an intern certificate or an additional internship described in subsection (e)(2)(B)(v)(I) ~~[(f)(2)(B)(v)(I)]~~ ~~[(e)(2)(C)(v)(I)]~~ of this section involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day, an EPP must provide a minimum of three observations in each assignment. For each assignment, the EPP must provide at least two formal observations during the first half of the internship and one formal observation during the second half of the internship.
- (6) For a first-year internship under a probationary certificate or an additional internship described in subsection (e)(2)(B)(v)(II) ~~[(f)(2)(B)(v)(II)]~~ ~~[(e)(2)(C)(v)(II)]~~ of this section that involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day, an EPP must provide a minimum of one formal observation in each of the assignments during the first half of the assignment and a minimum of one formal observation in each assignment during the second half of the assignment.
- (7) For a 14-week, full-day clinical teaching assignment, an EPP must provide a minimum of one formal observation during the first third of the assignment, a minimum of one formal observation during the second third of the assignment, and a minimum of one formal observation during the last third of the assignment. For an all-level clinical teaching assignment in more than one location, a minimum of two formal observations must be provided during the first half of the assignment and a minimum of one formal observation must be provided during the second half of the assignment.
- (8) For a 28-week, half-day clinical teaching assignment or a full-day clinical teaching assignment that exceeds 14 weeks and extends beyond one semester, an EPP must provide a minimum of two formal observations during the first half of the assignment and a minimum of two formal observations during the last half of the assignment.

(h) ~~(i)~~ ~~(j)~~ Ongoing educator preparation program support for certification in a certification class other than classroom teacher. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter of the assignment. For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; document educational practices observed; provide written

feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate's site supervisor. Neither the pre-observation conference nor the post-observation conference need to be onsite. Formal observations conducted through collaboration with school or district personnel can be used to meet the requirements of this subsection. Informal observations and coaching shall be provided by the field supervisor as appropriate. The field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.

(1) Formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.

~~[(2) At least one of the formal observations must be on the candidate's site in a face-to-face setting.]~~

~~(2) [(2)]~~ If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method. A formal observation that is not conducted on the candidates' site in a face-to-face setting must include a pre- and post-conference.

~~(3) [(4)]~~ Regardless of the type of certificate held by a candidate during a practicum, an ~~[A-E]~~ EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum.

~~(i) [(i)]~~ Coursework and/or training for candidates seeking Early Childhood: Prekindergarten-Grade 3 certification.

~~(1)~~ In support of the educator standards that are the curricular basis of the Early Childhood: Prekindergarten-Grade 3 certificate, an EPP shall integrate the following concepts and themes throughout the coursework and training:

~~(A)~~ using planning and teaching practices that support student learning in early childhood, including:

~~(i)~~ demonstrating knowledge and skills to support child development (birth-age eight) in the following areas:

~~(I)~~ brain development;

~~(II)~~ physical development;

~~(III)~~ social-emotional learning; and

~~(IV)~~ cultural development;

~~(ii)~~ demonstrating knowledge and skills of effective, research supported, developmentally appropriate instructional approaches to support young students' learning, including, but not limited to:

~~(I)~~ intentional instruction with clear learning goals;

~~(II)~~ project-based learning;

~~(III)~~ child-directed inquiry;

~~(IV)~~ learning through play; and

~~(V)~~ integration of knowledge across content areas;

~~(iii)~~ demonstrating knowledge and skills in implementing instruction tailored to the variability in learners' needs, including, but not limited to, small group instruction;

~~(iv)~~ demonstrating knowledge and skills in early literacy development and pedagogy, including:

~~(I)~~ demonstrating effective ways to support language development, particularly oral language development, including, but not limited to,

- growth in academic vocabulary, comprehension, and inferencing abilities; and
- (II) demonstrating effective ways to support early literacy development, including letter knowledge, phonological awareness, early writing, and decoding;
- (v) demonstrating knowledge and skills in early mathematics and science development and pedagogy;
- (vi) demonstrating knowledge and skills in developing and implementing pedagogical approaches for students who are English learners and/or bilingual; and
- (vii) demonstrating knowledge and skills in developing and implementing pedagogical approaches for students who have or are at risk for developmental delays and disabilities;
- (B) assessing the success of instruction and student learning through developmentally appropriate assessment, including:
 - (i) demonstrating knowledge of multiple forms of assessment, the information that each form of assessment can provide about a student's learning and development, and how to conceive, construct, and/or select an assessment aligned to standards that can demonstrate student learning to stakeholders;
 - (ii) demonstrating knowledge in how to use assessments to inform instruction to support student growth; and
 - (iii) demonstrating knowledge and application of children's developmental continuum in the analysis of assessment results utilizing a variety of assessment types to gain a full understanding of students' current development and assets;
- (C) creating developmentally appropriate learning environments, including:
 - (i) demonstrating knowledge and skills in supporting learners' development of self-regulation and executive function (e.g., behavior, attention, goal setting, cooperation);
 - (ii) demonstrating knowledge and skills in designing, organizing, and facilitating spaces for learning, particularly small group learning, in both indoor and outdoor contexts; and
 - (iii) demonstrating knowledge and skills in developing learning environments that support English learners' development, including structures to support language development and communication;
- (D) working with families, students, and the community through:
 - (i) teacher agency and teacher leadership;
 - (ii) research-based family engagement practices;
 - (iii) understanding the capabilities of students through parent and community input; and
 - (iv) the development and modeling of responsive relationships with children; and
- (E) using a diversity and equity framework, such as:
 - (i) demonstrating knowledge and skills in creating early learning communities that capitalize on the cultural knowledge and strengths children bring to the classroom;

- (ii) demonstrating knowledge and skills in creating an early learning environment that reflects the communities in which they work; and
 - (iii) demonstrating knowledge and skills in how to access the knowledge children and families bring to school.
- (2) An EPP shall provide each candidate who holds a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the applicant to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3 with a minimum of 150 clock-hours of coursework and/or training that is directly aligned to the educator standards as specified in Chapter 235, Subchapter B, Division 1, of this title (relating to Early Childhood: Prekindergarten-Grade 3) and that is based on the concepts and themes specified in subsection (i)(1) ~~(j)(1)~~ of this section. A clinical teaching, internship, or practicum assignment is not required for completion of program requirements.
- (3) An EPP shall provide each candidate who holds a valid standard, provisional, or one year classroom teacher certificate specified in §230.31 of this title in a certificate category that does not allow the candidate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3 coursework and/or training as specified in subsections (a) and (b) of this section that is directly aligned to the educator standards as specified in Chapter 235, Subchapter B, Division 1, of this title and that is based on the concepts and themes specified in subsection (i)(1) ~~(j)(1)~~ of this section, a clinical experience as specified in subsection (e)(2) ~~(f)(2)~~ of this section, a mentor or cooperating teacher as specified in subsection (f) ~~(g)~~ of this section, and ongoing support as specified in subsection (g) ~~(h)~~ of this section.
- (j) ~~(k)~~ Coursework and/or training for candidates seeking a Teacher of Students with Visual Impairments (TVI) Supplemental: Early Childhood-Grade 12 certification.
- (1) An EPP must provide a minimum of 300 hours of coursework and/or training related to the educator standards for that certificate adopted by the SBEC.
- (2) An EPP shall provide a clinical experience of at least 350 clock-hours in a supervised educator assignment in a public school accredited by the TEA or other school approved by the TEA for this purpose. A TVI certification candidate must demonstrate proficiency in each of the educator standards for the certificate being sought during the clinical experience. A clinical experience is successful when the field supervisor recommends to the EPP that the TVI certification candidate should be recommended for a TVI supplemental certification.
- (A) An EPP will provide guidance, assistance, and support for the TVI certification candidate by assigning a cooperating teacher and/or providing individual or group consultation. The EPP is responsible for providing training to cooperating teachers and/or consultation providers.
- (B) An EPP will collaborate with the program coordinator for the Texas School for the Blind and Visually Impaired Statewide Mentor Program to assign a TVI mentor for the TVI certification candidate. The Texas School for the Blind and Visually Impaired Statewide Mentor Program is responsible for providing training for all TVI mentors.
- (C) An EPP will provide ongoing support for the TVI certification candidate. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Supervision must be provided by a field supervisor who has completed TEA-approved observation training. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter of the assignment. For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; document educational practices observed; and provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate. Neither the pre-observation conference nor the post-observation conference need to be onsite. Formal

observations conducted through collaboration with school or district personnel can be used to meet the requirements of this subsection. Informal observations and coaching shall be provided by the field supervisor as appropriate.

- (i) Formal observations must be at least 135 minutes in duration in total throughout the clinical experience and must be conducted by the field supervisor.
- (ii) If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method. A formal observation that is not conducted on the candidates' site in a face-to-face setting must include a pre- and post-conference.
- (iii) An EPP must provide a minimum of one formal observation within the first third of the clinical experience, one formal observation within the second third of the clinical experience, and one formal observation within the final third of the clinical experience.

(k) ~~(4)~~ Candidates employed as certified educational aides.

- (1) Clinical Teaching Assignment. Candidates employed as certified educational aides may satisfy their clinical teaching assignment requirements through their instructional duties.
 - (A) If an EPP permits candidates employed as certified educational aides, as defined by Chapter 230, Subchapter E, of this title (relating to Educational Aide Certificate), to satisfy the clinical teaching assignment requirements through their instructional duties, the clinical teaching assignment must be for a minimum of 490 hours (14-week equivalent).
 - (B) An EPP may permit an educational aide employed in a clinical teaching to be excused from up to 35 of the required hours due to maternity leave, military leave, or illness.
 - (C) Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.
- (2) Coursework and Training. An EPP must provide coursework and/or training as specified in subsections (a) and (b) of this section, a clinical experience as specified in subsection (e) ~~(4)~~ of this section, a cooperating teacher as specified in subsection (f) ~~(e)~~ of this section, and ongoing support as specified in subsection (g) ~~(4)~~ of this section. An EPP must provide a minimum of one formal observation during the first third of the assignment, a minimum of one formal observation during the second third of the assignment, and a minimum of one formal observation during the last third of the assignment.

(l) ~~(m)~~ ~~(4)~~ Exemptions.

- (1) Under the TEC, §21.050(c), a candidate who receives a bachelor's degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under the TEC, §54.363, is exempt from the requirements of this chapter relating to field-based experience, internship, or clinical teaching.
- (2) Under the TEC, §21.0487(c)(2)(B), a candidate's employment by a school or district as a Junior Reserve Officer Training Corps instructor before the person was enrolled in an EPP or while the person is enrolled in an EPP is exempt from any clinical teaching, internship, or field-based experience program requirement.

Review of Proposed Amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators; Subchapter D, Types and Classes of Certificates Issued; Subchapter E, Educational Aide Certificate; Subchapter G, Certificate Issuance Procedures; and Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States

November 16, 2018

**COMMITTEE ON SCHOOL INITIATIVES: ACTION
STATE BOARD OF EDUCATION: ACTION**

SUMMARY: This item provides the State Board of Education (SBOE) an opportunity to review a State Board for Educator Certification (SBEC) rule action that would propose amendments to 19 Texas Administrative Code (TAC) Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators; Subchapter D, Types and Classes of Certificates Issued; Subchapter E, Educational Aide Certificate; Subchapter G, Certificate Issuance Procedures; and Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States. Chapter 230 serves as a foundation for the practices and procedures related to educator preparation and certification. The subchapters being amended outline testing requirements for certification; provide general eligibility, recommendation, and issuance requirements for several types of certificates; identify fees for certification services; and confirm the overall process for individuals already certified in other states or countries to obtain Texas certification. The proposed amendments would provide necessary updates to certification and/or testing requirements and would align SBEC rules where applicable with provisions from recent legislation.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 230, Subchapter C, is the Texas Education Code (TEC), §§21.041(b)(1), (2), and (4), 21.044(a), 21.048, 21.050, and 22.082, and Texas Occupations Code (TOC), §54.003. The statutory authority for 19 TAC Chapter 230, Subchapter D, is the TEC, §§21.003(a), 21.031, 21.041(b)(1)-(5) and (9), 21.051, as amended by Senate Bill (SB) 1839, 85th Texas Legislature, Regular Session, 2017, and 22.0831(c) and (f). The statutory authority for 19 TAC Chapter 230, Subchapter E, is the TEC, §§21.041(a) and (b)(1)-(4). The statutory authority for 19 TAC Chapter 230, Subchapter G, is the TEC, §§21.031(a), 21.041(b)(1)-(5) and (9) and (c), 21.044(a), (e), and (f), 21.048, 21.0485, 21.050, 21.054(a), 22.082, and 22.0831(f), and TOC, §53.105. The statutory authority for 19 TAC Chapter 230, Subchapter H, is the TEC, §§21.040(6), 21.041(b)(4) and (5) and (c), 21.048, 21.050, 21.052, as amended by House Bill (HB) 1934, 85th Texas Legislature, Regular Session, 2017, and 21.054(a).

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(a), authorizes the SBEC to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators.

TEC, §21.031(b), states that in proposing rules under the TEC, Chapter 21, Subchapter B, the SBEC 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.

TEC, §21.040(6), allows the SBEC authority to develop and implement policies that define responsibilities of the SBEC.

TEC, §21.041(a), allows the SBEC to adopt rules as necessary for its own procedures.

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), requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates.

TEC, §21.041(b)(3), requires the SBEC to specify the period for which each class of educator certificate is valid.

TEC, §21.041(b)(4), requires the SBEC to propose rules that specify the requirements for the issuance and renewal of an educator certificate.

TEC, §21.041(b)(5), requires the SBEC to propose rules that provide for the issuance of an educator certificate to a person who holds a similar certificate issued by another state or foreign country, subject to the TEC, §21.052.

TEC, §21.041(b)(9), requires the SBEC to propose rules that provide for continuing education requirements.

TEC, §21.041(c), requires the SBEC to 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.

TEC, §21.044(a), requires the SBEC to propose rules establishing training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program.

TEC, §21.044(e), requires the SBEC to specify that a person must have an associate degree or more advanced degree from an accredited institution of higher education; current licensure, certification, or registration as a health professions practitioner issued by a nationally recognized accrediting agency for health professionals; and at least two years of wage earning experience utilizing the licensure requirement when proposing rules under TEC, §21.044, for a person to obtain a certificate to teach a health science technology education course.

TEC, §21.044(f), requires the SBEC to not propose rules for a certificate to teach a health science technology education course that specify that a person must have a bachelor's degree or that establish any other credential or teaching experience requirements that exceed the requirements under subsection (e).

TEC, §21.048(a), requires the SBEC to propose rules prescribing comprehensive examinations for each class of certificate issued by the SBEC.

TEC, §21.048(b), states that the SBEC may not administer a written examination to determine the competence or level of performance of an educator who has a hearing impairment unless the examination has been field tested to determine its appropriateness, reliability, and validity as applied to, and minimum acceptable performance scores for, persons with hearing impairments.

TEC, §21.048(c), states that an educator who has a hearing impairment is exempt from taking a written examination for a period ending on the first anniversary of the date on which the SBEC determines, on the basis of appropriate field tests, that the examination complies with the standards specified in subsection (b) of this section.

TEC, §21.048(c-1), states that the results of an examination administered under this section are confidential and are not subject to disclosure under the Texas Government Code, Chapter 552, unless the disclosure is regarding notification to a parent of the assignment of an uncertified teacher to a classroom as required by the TEC, §21.057, or the educator has failed the examination more than five times.

TEC, §21.048(d), states the definitions for hearing impairment, reliability, and validity when used in the TEC, §21.048.

TEC, §21.0485, provides that all candidates for a certificate to teach students with visual impairments must complete an approved educator preparation program.

TEC, §21.0491, as added by HB 3349, 85th Texas Legislature, Regular Session, 2017, requires the SBEC to create a probationary and standard trade and industrial workforce training certificate and confirms there is no limit on the examination retake for this certificate.

TEC, §21.050(a), states that a person who applies for a teaching certificate for which SBEC rules require a bachelor's degree must possess a bachelor's degree received with an academic major or interdisciplinary academic major, including reading, other than education, that is related to the curriculum as prescribed under TEC, Chapter 28, Subchapter A.

TEC, §21.050(b), states that the SBEC may not require more than 18 semester credit hours of education courses at the baccalaureate level for the granting of a teaching certificate.

TEC, §21.050(c), states that a person who receives a bachelor's degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under the TEC, §54.363, may not be required to participate in any field experience or internship consisting of student teaching to receive a teaching certificate.

TEC, §21.051, as amended by SB 1839, 85th Texas Legislature, Regular Session, 2017, provides a requirement that before a school may employ a certification candidate as a teacher of record, the candidate must have completed at least 15 hours of field-based experience in which the candidate was actively engaged at an approved school in instructional or educational activities under supervision.

TEC, §21.052(a), states that the SBEC may issue a certificate to an educator who holds a degree issued by an institution accredited by a regional accrediting agency or group that is recognized by a nationally recognized accreditation board or a degree issued by an institution located in a foreign country, if the degree is equivalent to a degree described by §21.052(a)(1)(A); holds an appropriate certificate or other credential issued by another state or country; and performs satisfactorily on the examination prescribed under the TEC, §21.048, or, if the educator holds a certificate or other credential issued by another state or country, an examination similar to and at least as rigorous as that described by §21.052(a)(1)(A) administered to the educator under the authority of that state.

TEC, §21.052(b), states that for purposes of §21.052(a)(2), a person is considered to hold a certificate or other credential if the credential is not valid solely because it has expired.

TEC, §21.052(c), as amended by HB 1934, 85th Texas Legislature, Regular Session, 2017, states that the SBEC may issue a temporary certificate under this section to an educator who holds a degree required by §21.052(a)(1) and a certificate or other credential required by §21.052(a)(2) but who has not satisfied the requirements prescribed by §21.052(a)(3). Subject to subsections (d) and (d-1), the SBEC may specify the term of a temporary certificate issued under this subsection.

TEC, §21.052(d), states that a temporary certificate issued under §21.052(c) to an educator employed by a school district that has constructed or expanded at least one instructional facility as a result of increased student enrollment due to actions taken under the Defense Base Closure and Realignment Act of 1990 (10 U.S.C. Section 2687) may not expire before the first anniversary of the date on which the SBEC completes the review of educator's credentials and informs the educator of the examination or examinations under the TEC, §21.048, on which the educator must perform successfully to receive a standard certificate.

TEC, §21.053(a), states that a person who desires to teach in a public school shall present the person's certificate for filing with the employing district before the person's contract with the board of trustees of the district is binding.

TEC, §21.053(b), states that an educator who does not hold a valid certificate may not be paid for teaching or work done before the effective date of issuance of a valid certificate.

TEC, §21.054(a), requires the SBEC to propose rules establishing a process for identifying continuing education courses and programs that fulfill educators' continuing education requirements.

TEC, §22.082, states that the SBEC shall subscribe to the criminal history clearinghouse as provided by the Texas Government Code, §411.0845, and may obtain from any law enforcement or criminal justice agency all criminal history record information and all records contained in any closed criminal investigation file that relate to a specific applicant for or holder of a certificate issued under the TEC, Chapter 21, Subchapter B.

TEC, §22.0831(c), provides that the SBEC shall review the national criminal history record information of all applicants for or holders of educator certification.

TEC, §22.0831(f), authorizes the SBEC to propose rules to implement the national criminal history record information review of certified educators.

TOC, §53.105, specifies that a licensing authority may charge a person requesting an evaluation under the TOC, Chapter 53, Subchapter D, a fee adopted by the authority. Fees adopted by a licensing authority under the TOC, Chapter 53, Subchapter D, must be in an amount sufficient to cover the cost of administering this subchapter.

TOC, §54.003, specifies that each agency administering examinations for licensure must establish rules to implement and ensure reasonable accommodations for examinees diagnosed as having dyslexia.

EFFECTIVE DATE: The proposed effective date of the proposed amendments to 19 TAC Chapter 230 would be December 23, 2018.

PREVIOUS BOARD ACTION: None.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 230 are currently organized as follows: Subchapter A, General Provisions; Subchapter B, General

Certification Requirements; Subchapter C, Assessment of Educators; Subchapter D, Types and Classes of Certificates Issued; Subchapter E, Educational Aide Certificate; Subchapter F, Permits; Subchapter G, Certificate Issuance Procedures; and Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States. These eight subchapters provide for rules that establish guidelines and procedures for certification requirements, fees, permits, educational aides, and assignment criteria relating to professional educator preparation and certification.

Subchapter C, Assessment of Educators.

The purpose of Subchapter C, Assessment of Educators, is to provide the examination requirements for Texas educator certificate issuance. Proposed new §230.21(a)(1)(A) would clarify that canceled examination scores are not considered retakes for purposes of the five-time limit, so candidates would not be penalized when illness or other unexpected events cause them to have to cancel their results. Proposed new §230.21(a)(1)(B) would exempt piloted examinations from the retake limit to incentivize candidates to take the piloted examinations so that the agency can get the best data possible for purposes of developing and improving the examinations. Proposed new §230.21(a)(1)(C) would clarify that there is no test attempt/retake limit for the Trade and Industrial Workforce Training certificate as mandated through provisions in HB 3349, 85th Texas Legislature, Regular Session, 2017.

Proposed changes to the figure in §230.21(e) would add the new certificate and endorsement for Principal as Instructional Leader and would identify the required examinations for its issuance. A technical edit would also be made to the figure for ease of use and readability.

The proposed amendment to §230.21(g) would introduce a new heading to emphasize the importance of ethical behavior as it relates to all aspects of educator testing and to accommodate proposed new subsection (g)(4)(B) that would address failure to pay test costs and fees required by this chapter or the testing vendor. The proposed amendment to subsection (g)(1) would add scoring to the list of assessment activities that an educator or candidate should keep secure. The current subsection (g)(4)(B) has been relettered to subsection (g)(4)(C). Also, a technical edit would be made to §230.23(1), Testing Accommodations for Persons with Dyslexia, to update the statutory reference from TEC, §51.970, to TOC, §54.003.

Subchapter D, Types and Classes of Certificates Issued.

The purpose of Subchapter D, Types and Classes of Certificates Issued, is to identify types and classes of certificates issued in Texas. This subchapter also identifies some of the temporary credentials issued as individuals complete requirements to obtain a Texas standard certificate.

§230.36. Intern Certificates.

Due to the anticipated rigor of new assessments being developed to align with certification for Principal as Instructional Leader, proposed new §230.36(e)(4)(A) and (B) would provide a transition period of December 1, 2018 through September 1, 2019, before requiring successful completion of the new TExES Principal Examination (268) for issuance of the intern certificate. Effective September 1, 2019, candidates seeking issuance of the intern certificate for Principal as Instructional Leader would be required to pass the TExES Principal as Instructional Leader Examination (268).

§230.41. Visiting International Teacher Certificates.

Proposed new §230.41(a) would replace the current wording and would define the Visiting International Teacher (VIT) Program as a J-1 Visa Exchange Visitor Program officially approved by the United States Department of State (DoS). The DoS has specific requirements to allow organizations from approved countries to apply for designation of sponsorship to administer an exchange visitor program for the teacher category. The application fee for designation or re-designation status as an Exchange Visitor Program Sponsor is \$3,982, and the Exchange Visitor Status Change Request fee is \$367. Both of these fees are paid directly to the DoS.

With the proposed rule changes, entities interested in sponsoring a VIT Program in Texas would need approval from the DoS prior to contacting TEA staff regarding issuance of the SBEC-approved VIT certificate. The DoS requires an entity seeking approval as an Exchange Visitor Program Sponsor to provide extensive documentation confirming experience to successfully run a VIT program, proof of financial stability, and a clear background check.

Subsection (b) would retain information on requirements that must be met by the individual seeking issuance of a VIT certificate. Subsection (b)(1) includes requirements for general certificate issuance found in §230.11(b)(1)-(4) that are also relevant to the VIT certificate. Section 230.11(b)(5) regarding demonstration of English language proficiency is not included in §230.41(b)(1) to allow VIT program sponsors the flexibility to use assessments of English language proficiency identified in their original application approved by the DoS.

Proposed new subsection (b)(2) would confirm an individual must be recommended for the VIT certificate by a school district participating in the VIT Program. The current subsection (b)(2), renumbered to subsection (b)(3), would add the United States Department of Education to the entities that recognize accrediting organizations that confirm degree equivalencies for credentials issued in other countries.

The current subsection (b)(3), renumbered to subsection (b)(4), would require that English language proficiency and subject matter competence be verified by the VIT Program sponsor officially approved by the DoS and the employing school district.

The current subsection (b)(4), renumbered to subsection (b)(5), would retain the required verification of criminal activity clearance from the country of origin. Current subsection (b)(5) would be deleted to remove reference to federal requirements under No Child Left Behind that are no longer in place. The current subsection (b)(6)-(7) would remain in place.

Subsection (c) would be clarified to state school districts that recommend an individual for a VIT certificate have a critical role in providing those teachers with the necessary supervision, support, and feedback to ensure success in his or her role.

The current wording of subsection (d) would be retained to confirm TEA staff's administrative role in establishing procedures that support participation in the VIT program and issuance of the VIT certificate.

Proposed new subsection (e) would confirm the VIT certificate is valid for three years upon issuance and would provide an option for two one-year extensions for all individuals actively enrolled in and in good standing with a VIT Program as verified by the program sponsor and the employing school district. The current subsection (e), relettered as subsection (f), would retain wording that the holder of a VIT certificate is also eligible for issuance of a one-year certificate through the out-of-country credentials review process, should he or she wish to pursue a Texas standard certificate.

Because VIT program sponsors are already required to incur the costs of becoming approved by the DoS in order to received the necessary J-1 visas, these amendments would not have a fiscal impact on VIT program sponsors. Texas school districts and charter schools are necessary partners to employ VIT certificate holders as teachers of record during the validity period of the VIT certificate. This partnership has been in place for years so the costs for employing teachers was not included in the fiscal note because school districts are already employing teachers in their positions and would not encounter a fiscal impact as a result of this rule.

Subchapter E, Educational Aide Certificate.

The purpose of Subchapter E, Educational Aide Certificate, is to outline the general requirements for the recommendation, issuance, and renewal of educational aide certificates. Most of the rules in this subchapter remain the same and, therefore, are not included in Attachment II. The proposed amendment to §230.53(c) and (e) would clarify that the determination of English language proficiency should be the responsibility of the employing school district. This clarification is needed because individuals are recommended for certificate issuance by the local school district, and the employing district should retain flexibility to identify staff best suited to meet the needs of districts and the students that they serve.

A proposed amendment would be made to subsection (e) to update the reference to §230.11.

Subchapter G, Certificate Issuance Procedures.

The purpose of Subchapter G, Certificate Issuance Procedures, is to identify the general procedures for issuance of certificates; to confirm the roles of educator preparation programs (EPPs) in the recommendation of their candidates for certification; to highlight the process for dating and issuing certificates and permits; to establish in rule the fees for various certification services; to outline the process for submitting fees for correction of a certificate or permit issued in error; and to identify requirements for issuance of additional certificates based on examination only.

Most of the rules in this subchapter would remain the same; however, language would be proposed in 19 TAC §230.101, Schedule of Fees for Certification Services, to add new subsection (c)(1)-(5), which lists the examination testing fees required for issuance of the different categories of SBEC-approved certificates. The testing fees listed in subsection (c)(1)-(5) are amounts for the new educator testing contract awarded to NCS Pearson. The Performance Assessment for School Leaders (PASL) is a national assessment that will be used by Texas to satisfy a portion of the testing requirements for the Principal as Instructional Leader certificate and endorsement. The testing fee of \$375 would be paid directly to the testing vendor, Educational Testing Services (ETS), awarded the new educator testing contract for performance assessments for administrator and student services certificates.

The testing fees listed in subsection (c)(3)-(4) are for future tests that will be redesigned to include an enhanced selected-response/constructed-response approach for assessment to determine preparedness and readiness for licensure. These fees have not been included in the fiscal note as no tests are currently available at these price points, thus no candidates are impacted by these fees. The fees in subsection (c)(3)-(4) will have an impact on future candidates once tests have been developed and test passing standards have been adopted by the commissioner to use these tests as requirements for issuance of licensure.

TEA is required by TEC, §21.041, to collect testing fees in order to fund the certification functions of the SBEC. The testing fees proposed in subsection (c)(1)-(2) would reflect changes to the \$131 and \$65 fees per test administered under the current contract that expires on August 31, 2018. These fee reductions

would provide the majority of certification candidates a cost savings of \$15 and \$7 per test administered. Additional information about the relevant costs and savings to candidates as part of this proposed rulemaking is discussed in the Fiscal Impact section of this item.

Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States and Territories of the United States.

The purpose of Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States and Territories of the United States, is to outline the process for individuals already certified to teach in other states to obtain Texas certification. Most of the rules in this subchapter would remain the same but a few minor changes would be made.

A technical edit to §230.111(d) would eliminate the words “must be” to improve readability.

An amendment to §230.113, Requirements for Texas Certificates Based on Certification from Other States or Territories of the United States, would clarify that individuals certified outside the state may qualify for an exemption from required Texas examinations if they meet requirements specified in 19 TAC Chapter 152, Commissioner’s Rules Concerning Examination Requirements, §152.1001, Exceptions to Examination Requirements for Individuals Certified Outside the State.

These minor edits would provide alignment and support to provisions included in the Commissioner’s Rules for individuals currently certified outside the state.

SBOE Review of Proposed SBEC Rules

Under the TEC, §21.042, the SBEC must submit a written copy of each rule it proposes to adopt to the SBOE for review. The SBOE may reject the proposed rule by a vote of at least two-thirds of the members of the SBOE present and voting but may not modify a rule.

FISCAL IMPACT: The TEA staff has determined that there is additional fiscal impact on state governments, and there are additional costs to persons or entities required to comply with the proposed amendments. There is no direct adverse economic impact for small businesses, microbusinesses, and rural communities; therefore, no regulatory flexibility analysis, specified in Texas Government Code (TGC), §2006.002, is required. There is no effect on local economy; therefore, no local employment impact statement is required under TGC, §2001.022. The proposed amendments do impose a cost on regulated persons and, therefore, are subject to TGC, §2001.0045, as specified below.

HB 3349, 85th Texas Legislature, Regular Session, 2017, appropriated money to TEA for creation of a new Trade and Industrial Workforce Training certificate that would cost \$210,694 in fiscal year 2018 and \$202,694 in fiscal year 2019 related to technology changes and personnel supporting the initial development of the standards, test, certificate, and EPP course requirements and hours of training. The remaining fees (\$114,334 in fiscal years 2018 and 2019) specific to technology and other activities directly related to issuance of the new Trade and Industrial Workforce Training certificate, including modifications to the Educator Certification Online System, have been included in this fiscal note.

There are proposed changes to the testing fees under the new educator testing contracts with NCS Pearson and ETS that will result in costs and savings to individuals. The new contract year begins September 1, 2018. The same base estimate of examinees per testing fee cost was used for all five fiscal years (2019 through 2023).

- 145,500 examinees are estimated to take tests at the new (lower) price of \$116 per test for a total of \$16,878,000. This would be a \$15 savings per person and a \$2,182,500 savings per fiscal year.
- 6,000 examinees are estimated to take tests at the new (lower) price of \$58 per test for a total of \$348,000. This would be a \$7 savings per person and a \$42,000 savings per fiscal year.
- 300 examinees are estimated to take tests for the new principal certification at the new (higher) prices of \$200 per test for a total of \$60,000 and the new (higher price) of \$375 per test for a total of \$112,000. The total cost per person seeking the new principal certification is \$575 per person to take both tests and a total cost of \$172,500 per fiscal year.
- The cost of the current principal test is \$131, so the new \$200 test that will be available in fall of 2018 is a \$69 fee increase to candidates for a total cost increase of \$20,700 per fiscal year--the \$172,500 per fiscal year included in the fiscal note reflects the total amounts of the new tests for principal certification (i.e., $\$575 \times 300 = \$172,500$).
- Individuals already certified to serve in the role of principal are eligible to add the new Principal as Instructional Leader Endorsement to their certification record by taking the performance assessment for \$375. This cost estimate is not included in the fiscal note, as it is challenging to determine the number of current principals that will be interested in obtaining the new endorsement.
- The total savings per fiscal year (with new lower fees for testing that benefit almost all test takers) would be \$2,224,500.
- The total costs per fiscal year (with higher testing fees specific to the new Principal as Instructional Leader certificate) would be \$172,500.

It is estimated that 300 individuals will take the vendor-owned national test, PASL, and pay the \$375 test fee directly to ETS. While fees paid to the state will be lost, the costs to the state of administering the test would also be removed, and ETS will still utilize the TEA's eligibility and score reporting services to ensure that only eligible candidates gain access to the test and receive scores that lead to issuance of the new SBEC-issued Principal as Instructional Leader certificate. This increase in cost to regulated persons would be necessary to ensure competent principals in Texas public schools and thereby ensure the welfare of Texas students.

GOVERNMENT GROWTH IMPACT: The TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would require a decrease in fees paid to the agency. The TEA will forfeit the \$11 fee per test administered for one component of the new Principal as Instructional Leader certificate. It is estimated that 300 individuals will take the vendor-owned national test, PASL, and pay the \$375 test fee directly to ETS.

The TEA staff has also determined that the proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not create a new regulation; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the proposed amendments to 19 TAC Chapter 230 would be rules that offer continued and clear guidance on processes and procedures for testing and certificate issuance.

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

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

PUBLIC COMMENTS: In accordance with the SBEC rulemaking process, a summary of comments received by the SBEC on its proposed rules is shared with the SBOE under separate cover prior to this SBOE meeting.

OTHER COMMENTS AND RELATED ISSUES: None

MOTION TO BE CONSIDERED: The State Board of Education:

Take no action on the proposed amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators; Subchapter D, Types and Classes of Certificates Issued; Subchapter E, Educational Aide Certificate; Subchapter G, Certificate Issuance Procedures; and Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States.

Staff Members Responsible: Ryan Franklin, Associate Commissioner
Educator Leadership and Quality

Marilyn Cook, Director
Educator Certification and Testing

Attachment I: Statutory Citations

Attachment II: Text of Proposed Amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators; Subchapter D, Types and Classes of Certificates Issued; Subchapter E, Educational Aide Certificate; Subchapter G, Certificate Issuance Procedures; and Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States (including Figure: 19 TAC §230.21(e))

ATTACHMENT I

Statutory Citations Relating to 19 TAC Chapter 230, Professional Educator Preparation and Certification

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:

- (6) develop and implement policies that clearly define the respective responsibilities of the board and the board's staff;

Texas Education Code, §21.041, Rules; Fees (excerpts):

- (a) The board may adopt rules as necessary for its own procedures.
- (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;
 - (3) specify the period for which each class of educator certificate is valid;
 - (4) specify the requirements for the issuance and renewal of an educator certificate;
 - (5) provide for the issuance of an educator certificate to a person who holds a similar certificate issued by another state or foreign country, subject to Section 21.052;
 - (9) provide for continuing education requirements; and
- (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.

- (e) In proposing rules under this section for a person to obtain a certificate to teach a health science technology education course, the board shall specify that a person must have:
 - (1) an associate degree or more advanced degree from an accredited institution of higher education;
 - (2) current licensure, certification, or registration as a health professions practitioner issued by a nationally recognized accrediting agency for health professionals; and
 - (3) at least two years of wage earning experience utilizing the licensure requirement.
- (f) The board may not propose rules for a certificate to teach a health science technology education course that specify that a person must have a bachelor's degree or that establish any other credential or teaching experience requirements that exceed the requirements under Subsection (e).

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.
- (b) The board may not administer a written examination to determine the competence or level of performance of an educator who has a hearing impairment unless the examination has been field tested to determine its appropriateness, reliability, and validity as applied to, and minimum acceptable performance scores for, persons with hearing impairments.
- (c) An educator who has a hearing impairment is exempt from taking a written examination for a period ending on the first anniversary of the date on which the board determines, on the basis of appropriate field tests, that the examination complies with the standards specified in Subsection (b). On application to the board, the board shall issue a temporary exemption certificate to a person entitled to an exemption under this subsection.
- (c-1) The results of an examination administered under this section are confidential and are not subject to disclosure under Chapter 552, Government Code, unless:
 - (1) the disclosure is regarding notification to a parent of the assignment of an uncertified teacher to a classroom as required by Section 21.057; or
 - (2) the educator has failed the examination more than five times.
- (d) In this section:
 - (1) "Hearing impairment" means a hearing impairment so severe that the person cannot process linguistic information with or without amplification.
 - (2) "Reliability" means the extent to which an experiment, test, or measuring procedure yields the same results on repeated trials.
 - (3) "Validity" means being:
 - (A) well-grounded or justifiable;
 - (B) relevant and meaningful;
 - (C) correctly derived from premises or inferences; and
 - (D) supported by objective truth or generally accepted authority.

Texas Education Code, §21.0485, Certification to Teach Students With Visual Impairments.

- (a) To be eligible to be issued a certificate to teach students with visual impairments, a person must:

- (1) complete either:
 - (A) all course work required for that certification in an approved educator preparation program; or
 - (B) an alternative educator certification program approved for the purpose by the board;
 - (2) perform satisfactorily on each examination prescribed under Section 21.048 for certification to teach students with visual impairments, after completing the course work or program described by Subdivision (1); and
 - (3) satisfy any other requirements prescribed by the board.
- (b) Subsection (a) does not apply to eligibility for a certificate to teach students with visual impairments, including eligibility for renewal of that certificate, if the application for the initial certificate was submitted on or before September 1, 2011.

Texas Education Code, §21.0491, Probationary and Standard Trade and Industrial Workforce Training Certificates, as added by HB 3349, 85th Texas Legislature, Regular Session, 2017:

- (a) To provide a continuing additional source of teachers to provide workforce training, the board shall establish a probationary trade and industrial workforce training certificate and a standard trade and industrial workforce training certificate that may be obtained through an abbreviated educator preparation program under Section 21.0442.
- (b) To be eligible for a probationary certificate under this section, a person must:
 - (1) satisfactorily complete the course work for that certificate in an educator preparation program under Section 21.0442; and
 - (2) satisfy any other requirements prescribed by the board.
- (c) To be eligible for a standard certificate under this section, a person must:
 - (1) hold a probationary certificate issued under this section;
 - (2) be employed by:
 - (A) a public or private primary or secondary school; or
 - (B) an institution of higher education or an independent or private institution of higher education as those terms are defined by Section 61.003; and
 - (3) perform satisfactorily on a standard trade and industrial workforce training certificate examination prescribed by the board.
- (d) The limitation imposed by Section 21.048(a-1) on the number of administrations of an examination does not apply to the administration of the standard trade and industrial workforce training certificate examination prescribed by the board.
- (e) Notwithstanding any other law, the board may administer the standard trade and industrial workforce training certificate examination to a person who satisfies the requirements of Subsections (c)(1) and (2).
- (f) The board shall propose rules to:
 - (1) specify the term of a probationary certificate and a standard certificate issued under this section; and
 - (2) establish the requirements for renewal of a standard certificate.

Texas Education Code, §21.050, Academic Degree Required for Teaching Certificate; Internship:

- (a) A person who applies for a teaching certificate for which board rules require a bachelor's degree must possess a bachelor's degree received with an academic major or interdisciplinary academic major, including reading, other than education, that is related to the curriculum as prescribed under Subchapter A, Chapter 28.
- (b) The SBEC may not require more than 18 semester credit hours of education courses at the baccalaureate level for the granting of a teaching certificate. The board shall provide for a minimum number of semester credit hours of internship to be included in the hours needed for certification. The board may propose rules requiring additional credit hours for certification in bilingual education, English as a second language, early childhood education, or special education.
- (c) A person who receives a bachelor's degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under Section 54.214 may not be required to participate in any field experience or internship consisting of student teaching to receive a teaching certificate.

Texas Education Code, §21.051, Rules Regarding Field-Based Experience and Options for Field Experience and Internships, as amended by Senate Bill 1839, 85th Texas Legislature, Regular Session, 2017:

- (a) In this section, "teacher of record" means a person employed by a school district who teaches the majority of the instructional day in an academic instructional setting and is responsible for evaluating student achievement and assigning grades.
- (b) Before a school district may employ a candidate for certification as a teacher of record, and, except as provided by Subsection (b-1), after the candidate's admission to an educator preparation program, the candidate must complete at least 15 hours of field-based experience in which the candidate is actively engaged in instructional or educational activities under supervision at:
 - (1) a public school campus accredited or approved for the purpose by the agency; or
 - (2) a private school recognized or approved for the purpose by the agency.
- (b-1) A candidate may satisfy up to 15 hours of the field-based experience requirement under Subsection (b) by serving as a long-term substitute teacher as prescribed by board rule. Experience under this subsection may occur after the candidate's admission to an educator preparation program or during the two years before the date the candidate is admitted to the program. The candidate's experience in instructional or educational activities must be documented by the educator preparation program and must be obtained at:
 - (1) a public school campus accredited or approved for the purpose by the agency; or
 - (2) a private school recognized or approved for the purpose by the agency.
- (c) Subsection (b) applies only to an initial certification issued on or after September 1, 2012. Subsection (b) does not affect:
 - (1) the validity of a certification issued before September 1, 2012; or
 - (2) the eligibility of a person who holds a certification issued before September 1, 2012, to obtain a subsequent renewal of the certification in accordance with board rule.
- (d) Subsection (b) does not affect the period within which an individual must complete field-based experience hours as determined by board rule if the individual is not accepted into an educator

preparation program before the deadline prescribed by board rule and is hired for a teaching assignment by a school district after the deadline prescribed by board rule.

- (e) The SBEC shall propose rules relating to the field-based experience required by Subsection (b). The commissioner by rule shall adopt procedures and standards for recognizing a private school under Subsection (b)(2).
- (f) The SBEC shall propose rules providing flexible options for persons for any field-based experience or internship required for certification.

Texas Education Code, §21.052, Certification of Educators From Outside the State, as amended by House Bill 1934, 85th Legislature, Regular Session, 2017:

- (a) The SBEC may issue a certificate to an educator who applies for a certificate and:
 - (1) holds:
 - (A) a degree issued by an institution accredited by a regional accrediting agency or group that is recognized by a nationally recognized accreditation board; or
 - (B) a degree issued by an institution located in a foreign country, if the degree is equivalent to a degree described by Paragraph (A);
 - (2) holds an appropriate certificate or other credential issued by another state or country; and
 - (3) performs satisfactorily on:
 - (A) the examination prescribed under Section 21.048; or
 - (B) if the educator holds a certificate or other credential issued by another state or country, an examination similar to and at least as rigorous as that described by Paragraph (A) administered to the educator under the authority of that state.
- (a-1) The commissioner may adopt rules establishing exceptions to the examination requirements prescribed by Subsection (a)(3) for an educator outside the state to obtain a certificate in this state.
- (b) For purposes of Subsection (a)(2), a person is considered to hold a certificate or other credential if the credential is not valid solely because it has expired.
- (b-1) The SBEC shall propose rules to establish procedures to expedite the processing of an application for a certificate under this section submitted by an educator who is the spouse of a person who is serving on active duty as a member of the armed forces of the United States, including rules for providing the appropriate documentation to establish the educator's status as a spouse of a person who is serving on active duty as a member of the armed forces of the United States.
- (c) The SBEC may issue a temporary certificate under this section to an educator who holds a degree required by Subsection (a)(1) and a certificate or other credential required by Subsection (a)(2) but who has not satisfied the requirements prescribed by Subsection (a)(3). Subject to Subsections [Subsection] (d) and (d-1), the board may specify the term of a temporary certificate issued under this subsection.
- (d) A temporary certificate issued under Subsection (c) to an educator employed by a school district that has constructed or expanded at least one instructional facility as a result of increased student enrollment due to actions taken under the Defense Base Closure and Realignment Act of 1990 (10 U.S.C. Section 2687) may not expire before the first anniversary of the date on which the board completes the review of the educator's credentials and informs the educator of the examination or examinations under Section 21.048 on which the educator must perform successfully to receive a standard certificate.

- (d-1) A temporary certificate issued under Subsection (c) to an educator who is the spouse of a person who is serving on active duty as a member of the armed forces of the United States may not expire before the third anniversary of the date on which the board completes the review of the educator's credentials and informs the educator of the examination or examinations under Section 21.048 on which the educator must perform satisfactorily to receive a standard certificate.
- (e) An educator who has submitted all documents required by the board for certification and who receives a temporary certificate as provided by Subsection (c) must perform satisfactorily on the examination prescribed under Section 21.048 not later than the first anniversary of the date the board completes the review of the educator's credentials and informs the educator of the examination or examinations under Section 21.048 on which the educator must perform successfully to receive a standard certificate.
- (f) The board shall post on the board's Internet website the procedures for obtaining a certificate under Subsection (a).
- (g) [Repealed.]
- (h) This subsection applies only to an applicant who holds a certificate or other credential issued by another state in mathematics, science, special education, or bilingual education, or another subject area that the commissioner determines has a shortage of teachers. In any state fiscal year, the board shall accept or reject, not later than the 14th day after the date the board receives the completed application, at least 90 percent of the applications the board receives for a certificate under this subsection, and shall accept or reject all completed applications the board receives under this subsection not later than the 30th day after the date the board receives the completed application. An applicant under this subsection must submit:
- (1) a letter of good standing from the state in which the teacher is certified on a form determined by the board;
 - (2) information necessary to complete a national criminal history record information review; and
 - (3) an application fee as required by the board.

Texas Education Code, §21.053, Presentation and Recording of Certificates:

- (a) A person who desires to teach in a public school shall present the person's certificate for filing with the employing district before the person's contract with the board of trustees of the district is binding.
- (b) An educator who does not hold a valid certificate may not be paid for teaching or work done before the effective date of issuance of a valid certificate.

Texas Education Code, §21.054, Continuing Education (excerpt):

- (a) The board shall propose rules establishing a process for identifying continuing education courses and programs that fulfill educators' continuing education requirements.

Texas Education Code, §22.082, Access to Criminal History Records by State Board for Educator Certification:

The State Board for Educator Certification shall subscribe to the criminal history clearinghouse as provided by Section 411.0845, Government Code, and may obtain from any law enforcement or criminal justice agency all criminal history record information and all records contained in any closed criminal investigation file that relate to a specific applicant for or holder of a certificate issued under Subchapter B, Chapter 21.

Texas Education Code, §22.0831, National Criminal History Record Information Review of Certified Educators (excerpts):

- (c) The board shall review the national criminal history record information of a person who has not previously submitted fingerprints to the department or been subject to a national criminal history record information review.
- (f) The board may propose rules to implement this section, including rules establishing:
 - (1) deadlines for a person to submit fingerprints and photographs in compliance with this section; and
 - (2) sanctions for a person's failure to comply with the requirements of this section, including suspension or revocation of a certificate or refusal to issue a certificate.

Texas Occupations Code, §53.105, Fees:

A licensing authority may charge a person requesting an evaluation under this subchapter a fee adopted by the authority. Fees adopted by a licensing authority under this subchapter must be in an amount sufficient to cover the cost of administering this subchapter.

Texas Occupations Code, §54.003, Examination Accommodations for Person With Dyslexia:

- (a) In this section, "dyslexia" has the meaning assigned by Section 51.970, Education Code.
- (b) For each licensing examination administered by a state agency, the agency shall provide reasonable examination accommodations to an examinee diagnosed as having dyslexia.
- (c) Each state agency shall adopt rules necessary to implement this section, including rules to establish the eligibility criteria an examinee must meet for accommodation under this section.

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ATTACHMENT II
Text of Proposed Amendments to 19 TAC

Chapter 230. Professional Educator Preparation and Certification

§230.21. Educator Assessment.

- (a) A candidate seeking certification as an educator must pass the examination(s) required by the Texas Education Code (TEC), §21.048, and the State Board for Educator Certification (SBEC) in §233.1(e) of this title (relating to General Authority) and shall not retake an examination more than four times, unless the limitation is waived for good cause. The burden of proof shall be upon the candidate to demonstrate good cause.
- (1) For the purposes of the retake limitation described by the TEC, §21.048, an examination retake is defined as a second or subsequent attempt to pass any examination required for the issuance of a certificate, including an individual core subject examination that is part of the overall examination required for the issuance of a Core Subjects certificate as described in §233.2 of this title (relating to Early Childhood: Core Subjects) [~~Core Subjects: Generalist~~]. [~~An examination score that is cancelled is not considered an examination retake.~~]
- (A) A canceled examination score is not considered an examination retake.
- (B) An examination taken by an educator during a pilot period is not considered part of an educator's five-time test attempt limit.
- (C) Pursuant to TEC, §21.0491(d), the limit on number of test attempts does not apply to the trade and industrial workforce training certificate examination prescribed by the SBEC.
- (2)-(7) (No change.)
- (b)-(d) (No change.)
- (e) The appropriate examination(s) required for certification are specified in the figure provided in this subsection.
- Figure: 19 TAC §230.21(e) [~~Figure: 19 TAC §230.21(e)~~]
- (f) (No change.)
- (g) The following provisions concern ethical obligations relating to examinations [~~test security and confidentiality integrity~~].
- (1) An educator or candidate who participates in the development, design, construction, review, field testing, scoring, or validation of an examination shall not reveal or cause to be revealed the contents of the examination to any other person.
- (2) An educator or candidate who administers an examination shall not:
- (A) allow or cause an unauthorized person to view any part of the examination;
- (B) copy, reproduce, or cause to be copied or reproduced any part of the examination;
- (C) reveal or cause to be revealed the contents of the examination;
- (D) correct, alter, or cause to be corrected or altered any response to a test item contained in the examination;
- (E) provide assistance with any response to a test item contained in the examination or cause assistance to be provided; or
- (F) deviate from the rules governing administration of the examination.
- (3) An educator or candidate who is an examinee shall not:
- (A) copy, reproduce, or cause to be copied or reproduced any test item contained in the examination;

- (B) provide assistance with any response to a test item contained in the examination, or cause assistance to be provided;
 - (C) solicit or accept assistance with any response to a test item contained in the examination;
 - (D) deviate from the rules governing administration of the examination; or
 - (E) otherwise engage in conduct that amounts to cheating, deception, or fraud.
- (4) An educator, candidate, or other test taker shall not:
- (A) solicit information about the contents of test items on an examination that the educator, candidate, or other test taker has not already taken from an individual who has had access to those items, or offer information about the contents of specific test items on an examination to individuals who have not yet taken the examination; ~~[or]~~
 - ~~(B) fail to pay all test costs and fees as required by this chapter or the testing vendor; or~~
 - ~~(C) [B)]~~ otherwise engage in conduct that amounts to violations of test security or confidentiality integrity, including cheating, deception, or fraud.
- (5) A person who violates this subsection is subject to:
- (A) sanction, including, but not limited to, disallowance and exclusion from future examinations either in perpetuity or for a period of time that serves the best interests of the education profession, in accordance with the provisions of the TEC, §21.041(b)(7), and Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases); and/or
 - (B) denial of certification in accordance with the provisions of the TEC, §21.041(b)(7), and Chapter 249 of this title; and/or
 - (C) voiding of a score from an examination in which a violation specified in this subsection occurred as well as a loss of a test attempt for purposes of the retake limit in subsection (a) of this section.

§230.23. Testing Accommodations for Persons with Dyslexia.

The Texas Education Agency (TEA) shall provide examination accommodations for persons with dyslexia.

- (1) For each licensing examination administered, the TEA and its testing vendor shall provide reasonable examination accommodations to an examinee diagnosed as having dyslexia as that term is defined in the Texas Occupations Code, §54.003 ~~[Texas Education Code, §51.970]~~ .
- (2) The TEA and its testing vendor shall provide examination accommodations to an examinee diagnosed with dyslexia, provided acceptable medical or diagnostic documentation has been received and reviewed by the vendor prior to the administration of the examination.

Subchapter D. Types and Classes of Certificates Issued

§230.36. Intern Certificates.

- (a)-(d) (No change.)
- (e) Intern certificate in a certification class other than classroom teacher. An intern certificate may be issued for assignment as a superintendent, principal, reading specialist, master teacher, school librarian, school counselor, and educational diagnostician to an individual who meets the applicable requirements prescribed in subsection (b) of this section and who also meets the requirements prescribed in this subsection.
 - (1) An applicant for an intern certificate in a certification class other than classroom teacher must meet all requirements established by the recommending EPP, which shall be based on the qualifications and requirements for the class of certification sought and the duties to be performed by the holder of an intern certificate in that class.

- (2) The individual must have also been:
 - (A) accepted and enrolled to participate in a Texas EPP that has been approved to prepare candidates for the certificate sought; and
 - (B) assigned in the certificate area being sought in a Texas school district, open-enrollment charter school, or, pursuant to §228.35 of this title (relating to Preparation Program Coursework and/or Training), other school approved by the TEA.
- (3) The holder of an intern certificate in a certification class other than classroom teacher is subject to all terms and conditions of an intern certificate prescribed in subsection (c) of this section.
- (4) The following provisions apply to the intern certificate for Principal as Instructional Leader.
 - (A) During the transition period of December 1, 2018 through September 1, 2019, the SBEC may issue an intern certificate to a candidate who meets the requirements specified in paragraphs (1)-(3) of this subsection.
 - (B) Effective September 1, 2019, the SBEC may issue an intern certificate to a candidate who meets requirements specified in paragraphs (1)-(3) of this subsection and has passed the Principal as Instructional Leader examination specified in Subchapter C of this chapter (relating to Assessment of Educators).

§230.41. Visiting International Teacher Certificates.

- (a) For purposes of this subsection, Visiting International Teacher Program is defined as a J-1 Visa Exchange Visitor Program officially approved by the United States Department of State.
- ~~[(a) A teacher may be issued a visiting international teacher certificate valid for no more than three school years upon recommendation by a school district participating in an officially recognized foreign teacher exchange program.]~~
- (b) The State Board for Educator Certification will issue a visiting international teacher certificate ~~[will be issued]~~ to an individual who meets the conditions and requirements specified ~~[presented]~~ in this subsection. The individual must:
 - (1) meet appropriate requirements prescribed in §230.11(b)(1)-(4) ~~[§230.11]~~ of this title (relating to General Requirements);
 - ~~(2)~~ be recommended for certification by a school district participating in a Visiting International Teacher Program;
 - ~~(3)~~ ~~[(2)]~~ hold valid teaching credentials from the country of origin based, at a minimum, on the equivalent of a bachelor's degree issued by an institution of higher education in the United States accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board or by the U.S. Department of Education;
 - ~~(4)~~ ~~[(3)]~~ demonstrate English language proficiency and subject matter competence in subject area(s) taught, as verified by the Visiting International Teacher Program sponsor and the employing school district;
 - ~~(5)~~ ~~[(4)]~~ have criminal activity clearance from country of origin;
 - ~~[(5) demonstrate subject matter competence in subject area(s) taught, as defined by the Texas Education Agency (TEA) in compliance with federal requirements;]~~
 - (6) pay appropriate fee prescribed by §230.101 of this title (relating to Schedule of Fees for Certification Services); and
 - (7) submit fingerprints in accordance with §232.35(c) of this title (relating to Submission of Required Information) and the Texas Education Code, §22.0831.

- (c) School districts [~~Participating school districts~~] that recommend educators for visiting international teacher certificates agree to provide the visiting international teachers with intensive supervision consisting of structured guidance and regular ongoing support through a mentoring program.
- (d) The Texas Education Agency (TEA) [~~TEA~~] staff shall establish reasonable procedures to implement this section.
- (e) The visiting international teacher certificate is valid for three years and may be extended two additional years, for a maximum total of five years, for all candidates actively enrolled in and in good standing with a Visiting International Teacher Program as verified by the employing school district.
- (f) [~~(e)~~] Issuance of a visiting international teacher certificate does not prohibit issuance of a one-year certificate following a successful review of credentials, as specified in Chapter 245 of this title (relating to Certification of Educators from Other Countries).

Subchapter E. Educational Aide Certificate

§230.53. Procedures in General.

- (a)-(b) (No change.)
- (c) The applicant for an educational aide certificate must be able to communicate, listen, read, write, and comprehend the English language sufficiently to use it easily and readily in daily communication as determined by the employing school district.
- (d) (No change.)
- (e) An applicant for an educational aide certificate is subject to the provisions in §230.11(b)(1)-(4) [~~§230.11(b)(1)-(5)~~] of this title (relating to General Requirements).
- (f)-(g) (No change.)

Subchapter G. Certificate Issuance Procedures

§230.101. Schedule of Fees for Certification Services.

- (a) An applicant for a certificate or a school district requesting a permit shall pay the applicable fee from the following list.
 - (1) Educational aide certificate:
 - (A) prior to September 1, 2017--\$30; and
 - (B) after August 31, 2017--\$15.
 - (2) Standard certificate--\$75.
 - (3) Probationary or intern certificate:
 - (A) prior to September 1, 2017 --\$50; and
 - (B) after August 31, 2017--\$75.
 - (4) Addition of certification based on completion of appropriate examination--\$75.
 - (5) Review of a credential issued by a jurisdiction other than Texas (nonrefundable):
 - (A) prior to September 1, 2016--\$175; and
 - (B) after August 31, 2016--\$160.
 - (6) One-year certificate based on a credential issued by a jurisdiction other than Texas--\$50.
 - (7) Emergency permit (nonrefundable)--\$55.

- (8) National criminal history check (nonrefundable)--The fee, posted on the Texas Education Agency website, shall include a \$10 criminal history review fee in addition to the current cost of fingerprint scanning, processing, and obtaining national criminal history record information from the Texas Department of Public Safety, its contractors, and the Federal Bureau of Investigation. The same fee will be paid by current certified educators who are subject to a national criminal history check pursuant to the Texas Education Code, §§22.082, 22.0831, and 22.0836.
 - (9) Review of the superintendent application for the substitution of managerial experience for the principal certificate requirement (nonrefundable)--\$160.
 - (10) On-time renewal of educational aide certificate:
 - (A) prior to September 1, 2017--\$10; and
 - (B) after August 31, 2017--no charge.
 - (11) Additional fee for late renewal of educational aide certificate:
 - (A) prior to September 1, 2017--\$5; and
 - (B) after August 31, 2017--no charge.
 - (12) Reactivation of an inactive educational aide certificate--\$15.
 - (13) Reinstatement following restitution of child support or student loan repayment for educational aide certificate--\$20.
 - (14) On-time renewal of a standard certificate--\$20.
 - (15) Additional fee for late renewal of a standard certificate--\$10.
 - (16) Reactivation of an inactive standard certificate--\$40; except for an inactivation pursuant to §232.9 of this title (relating to Inactive Status and Late Renewal).
 - (17) Reinstatement following restitution of child support or student loan repayment--\$50.
 - (18) Visiting international teacher certificate--\$75.
 - (19) Request for preliminary criminal history evaluation (nonrefundable)--\$50.
- (b) The fee for correcting a certificate or permit when the error is not made by the Texas Education Agency shall be equal to the fee for the original certificate or permit.
- (c) An individual registering to take certification tests shall pay the applicable fee(s) from the following list of categories:
- (1) Selected Response-Only Assessments, \$116.
 - (2) Single Subject Area Tests (801-809), \$58.
 - (3) Enhanced Selected-Response/Constructed-Response Assessments for Tests (801-809), \$70.
 - (4) Enhanced Selected-Response/Constructed-Response Assessments, \$136.
 - (5) Enhanced Selected-Response/Constructed-Response Administrator and Student Services Assessments, \$200.

Subchapter H. Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States

§230.111. General Provisions.

- (a)-(c) (No change.)
- (d) A statement, approval letter, or certification entitlement card [~~must be~~] issued by the authorized licensing agency in another state or territory of the United States specifying eligibility for full certification upon

employment or completion of specified examination requirements shall have the same standing as a certificate.

(e)-(f) (No change.)

§230.113. Requirements for Texas Certificates Based on Certification from Other States or Territories of the United States.

- (a) An applicant for a standard Texas certificate based on a certificate issued in accordance with §230.111 of this title (relating to General Provisions) must :
- (1) pass the appropriate examination requirements prescribed in the Texas Education Code (TEC), §21.048(a), and §230.21 of this title (relating to Educator Assessment); ~~[or]~~
 - (2) achieve an acceptable level of performance on an examination(s) that ~~has~~ have been determined to be similar to and at least as rigorous as that prescribed in the TEC, §21.048(a), and §230.21 of this title that was administered to the applicant under the authority of another state or territory of the United States. The applicant shall verify in a manner determined by the Texas Education Agency staff the level of performance on acceptable examinations administered under the authority of another state or territory of the United States ; ~~or~~ ;
 - (3) qualify for an exemption from required Texas examinations through provisions in §152.1001 of this title (relating to Exceptions to Examination Requirements for Individuals Certified Outside the State).
- (b) If all certification requirements are met except the appropriate examination requirements, the applicant may request issuance of a one-year certificate in one or more certification areas authorized on the out-of-state certificate. An applicant who holds only a student services, principal, or superintendent certificate issued in accordance with Chapter 239 of this title (relating to Student Services Certificates), with the exception of Subchapter E (relating to Master Teacher Certificate); Chapter 241 of this title (relating to Principal Certificate); or Chapter 242 of this title (relating to Superintendent Certificate) may be issued the equivalent Texas certificate. The applicant must verify two creditable years of service in an Early Childhood-Grade 12 public or accredited private school in the specific student services or administrative area sought.
- (c) After satisfying all requirements, including all appropriate examination requirements, the applicant is eligible to receive the appropriate standard certificate issued under Subchapter D of this chapter (relating to Types and Classes of Certificates Issued).
- (d)-(f) (No change.)

Figure: 19 TAC §230.21(e)

Certificate TAC Reference	Certificate Name	Required Content Test(s)	Pedagogy and Professional Responsibilities (PPR) Requirements
Art			
§233.10	Art: Early Childhood-Grade 12	178 Art EC-12 Texas Examinations of Educator Standards (TExES)	160 PPR EC-12 TExES
Bilingual Education			
§233.6	Bilingual Education Supplemental: Spanish	164 Bilingual Education Supplemental TExES and [and] 190 BTLPT – Spanish TExES	Not Applicable: Not a Stand-alone Certificate
§233.6	Bilingual Education Supplemental: American Sign Language	164 Bilingual Education Supplemental TExES and [and] 184 American Sign Language (ASL) EC-12 TExES and [and] 073 Texas Assessment of Sign Communications-American Sign Language (TASC-ASL)	Not Applicable: Not a Stand-alone Certificate
§233.6	Bilingual Education Supplemental: Arabic	164 Bilingual Education Supplemental TExES and [and] American Council for the Teaching of Foreign Languages (ACTFL) 614 Oral Proficiency Interview (OPI) – Arabic and [and] 615 Writing Proficiency Test (WPT) – Arabic	Not Applicable: Not a Stand-alone Certificate
§233.6	Bilingual Education Supplemental: Chinese	164 Bilingual Education Supplemental TExES and [and] ACTFL 618 OPI – Chinese (Mandarin) and [and] 619 WPT – Chinese (Mandarin)	Not Applicable: Not a Stand-alone Certificate

Certificate TAC Reference	Certificate Name	Required Content Test(s)	Pedagogy and Professional Responsibilities (PPR) Requirements
Bilingual Education (continued)			
§233.6	Bilingual Education Supplemental: Japanese	164 Bilingual Education Supplemental TExES and [and] ACTFL 616 OPI – Japanese and [and] 617 WPT – Japanese	Not Applicable: Not a Stand-alone Certificate
§233.6	Bilingual Education Supplemental: Vietnamese	164 Bilingual Education Supplemental TExES and [and] ACTFL 620 OPI – Vietnamese and [and] 621 WPT – Vietnamese	Not Applicable: Not a Stand-alone Certificate
Career and Technical Education			
<u>§233.13</u>	<u>Technology Education: Grades 6-12</u>	<u>171 Technology Education 6-12 TExES</u>	<u>160 PPR EC-12 TExES</u>
<u>§233.13</u>	<u>Family and Consumer Sciences, Composite: Grades 6-12</u>	<u>American Association of Family and Consumer Sciences (AAFCS) 200 Family and Consumer Sciences – Composite Examination</u>	<u>160 PPR EC-12 TExES</u>
<u>§233.13</u>	<u>Human Development and Family Studies: Grades 8-12</u>	<u>AAFCS 202 Human Development and Family Studies Concentration Examination</u>	<u>160 PPR EC-12 TExES</u>
<u>§233.13</u>	<u>Hospitality, Nutrition, and Food Sciences: Grades 8-12</u>	<u>AAFCS 201 Hospitality, Nutrition, and Food Science Concentration Examination</u>	<u>160 PPR EC-12 TExES</u>
<u>§233.13</u>	<u>Agriculture, Food, and Natural Resources: Grades 6-12</u>	<u>272 Agriculture, Food, and Natural Resources 6-12 TExES</u>	<u>160 PPR EC-12 TExES</u>
<u>§233.13</u>	<u>Business and Finance: Grades 6-12</u>	<u>276 Business and Finance 6-12 TExES</u>	<u>160 PPR EC-12 TExES</u>
<u>§233.14</u>	<u>Marketing: Grades 6-12</u>	<u>275 Marketing 6-12 TExES</u>	<u>160 PPR EC-12 TExES</u>
<u>§233.14</u>	<u>Health Science: Grades 6-12</u>	<u>273 Health Science 6-12 TExES</u>	<u>160 PPR EC-12 TExES</u>

Certificate TAC Reference	Certificate Name	Required Content Test(s)	Pedagogy and Professional Responsibilities (PPR) Requirements
§233.14	Trade and Industrial Education: Grades 6-12	Not Applicable	270 Pedagogy and Professional Responsibilities for Trade and Industrial Education 6-12 TExES
Computer Science and Technology Applications			
§233.5	Computer Science: Grades 8-12	141 Computer Science 8-12 TExES or [or] 241 Computer Science 8-12 TExES	160 PPR EC-12 TExES
§233.5	Technology Applications: Early Childhood-Grade 12	142 Technology Applications EC-12 TExES or [or] 242 Technology Applications EC-12 TExES	160 PPR EC-12 TExES
§233.5	Technology Applications: Grades 8-12	139 Technology Applications 8-12 TExES	160 PPR EC-12 TExES
Core Subjects			
§233.2	Core Subjects: Early Childhood-Grade 6	291 Core Subjects EC-6 TExES	160 PPR EC-12 TExES
§233.2	Core Subjects: Grades 4-8	211 Core Subjects 4-8 TExES	160 PPR EC-12 TExES
Counselor			
§239.20	School Counselor: Early Childhood-Grade 12	152 School Counselor EC-12 TExES	Not Applicable: Not an Initial Certificate
Dance			
§233.10	Dance: Grades 8-12	179 Dance 8-12 TExES	160 PPR EC-12 TExES
§233.10	Dance: Grades 6-12	279 Dance 6-12 TExES	160 PPR EC-12 TExES
Educational Diagnostician			
§239.84	Educational Diagnostician: Early Childhood-Grade 12	153 Educational Diagnostician EC-12 TExES	Not Applicable: Not an Initial Certificate

Certificate TAC Reference	Certificate Name	Required Content Test(s)	Pedagogy and Professional Responsibilities (PPR) Requirements
English Language Arts and Reading			
§233.3	English Language Arts and Reading: Grades 4-8	117 English Language Arts and Reading 4-8 TExES	160 PPR EC-12 TExES
§233.3	English Language Arts and Reading: Grades 7-12	231 English Language Arts and Reading 7-12 TExES	160 PPR EC-12 TExES
§233.3	English Language Arts and Reading/Social Studies: Grades 4-8	113 English Language Arts and Reading/ Social Studies 4-8 TExES	160 PPR EC-12 TExES
§239.93	Reading Specialist: Early Childhood-Grade 12	151 Reading Specialist EC-12 TExES	Not Applicable: Not an Initial Certificate
English as a Second Language			
§233.7	English as a Second Language Supplemental	154 English as a Second Language Supplemental TExES	Not Applicable: Not a Stand-alone Certificate
Gifted and Talented			
§233.9	Gifted and Talented Supplemental	162 Gifted and Talented TExES	Not Applicable: Not a Stand-alone Certificate
Health			
§233.11	Health: Early Childhood-Grade 12	157 Health Education EC-12 TExES	160 PPR EC-12 TExES
Journalism			
§233.3	Journalism: Grades 7-12	256 Journalism 7-12 TExES	160 PPR EC-12 TExES
Junior Reserve Officer Training			
§233.17	Junior Reserve Officer Training Corps: Grades 6-12	Not Applicable	160 PPR EC-12 TExES
Languages Other Than English			
§233.15	American Sign Language: Early Childhood-Grade 12	184 ASL EC-12 TExES <u>and</u> [and] 073 TASC-ASL	160 PPR EC-12 TExES
§233.15	Arabic: Early Childhood-Grade 12	ACTFL 605 OPI – Arabic <u>and</u> [and] 600 WPT – Arabic	160 PPR EC-12 TExES
§233.15	Chinese: Early Childhood-Grade 12	ACTFL 606 OPI – Chinese (Mandarin) <u>and</u> [and] 601 WPT – Chinese (Mandarin)	160 PPR EC-12 TExES
§233.15	French: Early Childhood-Grade 12	610 Languages Other Than English (LOTE) French EC-12 TExES	160 PPR EC-12 TExES

Certificate TAC Reference	Certificate Name	Required Content Test(s)	Pedagogy and Professional Responsibilities (PPR) Requirements
Languages Other Than English (continued)			
§233.15	German: Early Childhood-Grade 12	611 LOTE German EC-12 TExES	160 PPR EC-12 TExES
§233.15	Hindi: Early Childhood-Grade 12	ACTFL 622 OPI – Hindi <u>and [and]</u> 623 WPT – Hindi	160 PPR EC-12 TExES
§233.15	Italian: Early Childhood-Grade 12	ACTFL 624 OPI – Italian <u>and [and]</u> 625 WPT – Italian	160 PPR EC-12 TExES
§233.15	Japanese: Early Childhood-Grade 12	ACTFL 607 OPI – Japanese <u>and [and]</u> 602 WPT – Japanese	160 PPR EC-12 TExES
§233.15	Korean: Early Childhood-Grade 12	ACTFL 630 OPI – Korean <u>and [and]</u> 631 WPT – Korean	160 PPR EC-12 TExES
§233.15	Latin: Early Childhood-Grade 12	612 LOTE Latin EC-12 TExES	160 PPR EC-12 TExES
§233.15	Portuguese: Early Childhood-Grade 12	ACTFL 632 OPI – Portuguese <u>and [and]</u> 633 WPT – Portuguese	160 PPR EC-12 TExES
§233.15	Russian: Early Childhood-Grade 12	ACTFL 608 OPI – Russian <u>and [and]</u> 603 WPT – Russian	160 PPR EC-12 TExES
§233.15	Spanish: Early Childhood-Grade 12	613 LOTE Spanish EC-12 TExES	160 PPR EC-12 TExES
§233.15	Turkish: Early Childhood-Grade 12	ACTFL 626 OPI – Turkish <u>and [and]</u> 627 WPT – Turkish	160 PPR EC-12 TExES
§233.15	Vietnamese: Early Childhood-Grade 12	ACTFL 609 OPI – Vietnamese <u>and [and]</u> 604 WPT – Vietnamese	160 PPR EC-12 TExES
Librarian			
§239.60	School Librarian: Early Childhood-Grade 12	150 School Librarian Early Childhood-12 TExES	Not Applicable: Not an Initial Certificate

Certificate TAC Reference	Certificate Name	Required Content Test(s)	Pedagogy and Professional Responsibilities (PPR) Requirements
Master Teacher			
§239.102	Master Mathematics Teacher [Certificate]: Early Childhood-Grade 4	087 Master Mathematics Teacher EC-4 Texas Examinations for Master Teachers (TExMaT)	Not Applicable: Not an Initial Certificate
§239.102	Master Mathematics Teacher [Certificate]: Grades 4-8	088 Master Mathematics Teacher 4-8 TExMaT	Not Applicable: Not an Initial Certificate
§239.102	Master Mathematics Teacher [Certificate]: Grades 8-12	089 Master Mathematics Teacher 8-12 TExMaT	Not Applicable: Not an Initial Certificate
§239.101	Master Reading Teacher [Certificate]: Early Childhood-Grade 12	085 Master Reading Teacher EC-12 TExMaT	Not Applicable: Not an Initial Certificate
§239.103	Master Technology Teacher [Certificate]: <u>Early Childhood-Grade 12</u>	086 Master Technology Teacher EC-12 TExMaT	Not Applicable: Not an Initial Certificate
§239.104	Master Science Teacher [Certificate]: Early Childhood-Grade 4	090 Master Science Teacher EC-4 TExMaT	Not Applicable: Not an Initial Certificate
§239.104	Master Science Teacher [Certificate]: Grades 4-8	091 Master Science Teacher 4-8 TExMaT	Not Applicable: Not an Initial Certificate
§239.104	Master Science Teacher [Certificate]: Grades 8-12	092 Master Science Teacher 8-12 TExMaT	Not Applicable: Not an Initial Certificate
Mathematics and Science			
§233.4	Mathematics: Grades 4-8	115 Mathematics 4-8 TExES	160 PPR EC-12 TExES
§233.4	Science: Grades 4-8	116 Science 4-8 TExES	160 PPR EC-12 TExES
§233.4	Mathematics/Science: Grades 4-8	114 Mathematics/ Science 4-8 TExES	160 PPR EC-12 TExES
§233.4	Mathematics: Grades 7-12	235 Mathematics 7-12 TExES	160 PPR EC-12 TExES
§233.4	Science: Grades 7-12	236 Science 7-12 TExES	160 PPR EC-12 TExES
§233.4	Life Science: Grades 7-12	238 Life Science 7-12 TExES	160 PPR EC-12 TExES

Certificate TAC Reference	Certificate Name	Required Content Test(s)	Pedagogy and Professional Responsibilities (PPR) Requirements
Mathematics and Science (continued)			
§233.4	Physical Science: Grades 6-12	237 Physical Science 6-12 TExES	160 PPR EC-12 TExES
§233.4	Physics/Mathematics: Grades 7-12	243 Physics/Mathematics 7-12 TExES	160 PPR EC-12 TExES
§233.4	Mathematics/Physical Science/Engineering: Grades 6-12	274 Mathematics/Physical Science/Engineering 6-12 TExES	160 PPR EC-12 TExES
§233.4	Chemistry: Grades 7-12	240 Chemistry 7-12 TExES	160 PPR EC-12 TExES
Music			
§233.10	Music: Early Childhood-Grade 12	177 Music EC-12 TExES	160 PPR EC-12 TExES
Physical Education			
§233.12	Physical Education: Early Childhood-Grade 12	158 Physical Education EC-12 TExES	160 PPR EC-12 TExES
Principal and Superintendent			
§241.20	[Principal: Early Childhood-Grade 12] Principal as Instructional Leader: Early Childhood-Grade 12	[068 Principal TExES] 268 Principal as Instructional Leader TExES and Performance Assessment for School Leaders (PASL)	Not Applicable: Not an Initial Certificate
§241.35	Principal as Instructional Leader Endorsement	Performance Assessment for School Leaders (PASL)	Not Applicable: Not an Initial Certificate; however, individuals must already hold a valid certificate to serve in the role of principal to be eligible for this endorsement.
§241.60	Principal: Early Childhood-Grade 12	068 Principal TExES	Not Applicable: Not an Initial Certificate.
§242.20	Superintendent: Early Childhood-Grade 12	195 Superintendent TExES	Not Applicable: Not an Initial Certificate
Social Studies			
§233.3	Social Studies: Grades 4-8	118 Social Studies 4-8 TExES	160 PPR EC-12 TExES
§233.3	Social Studies: Grades 7-12	232 Social Studies 7-12 TExES	160 PPR EC-12 TExES
§233.3	History: Grades 7-12	233 History 7-12 TExES	160 PPR EC-12 TExES

Certificate TAC Reference	Certificate Name	Required Content Test(s)	Pedagogy and Professional Responsibilities (PPR) Requirements
Speech Communications			
§233.3	Speech: Grades 7-12	129 Speech 7-12 TExES	160 PPR EC-12 TExES
Special Education			
§233.8	Special Education: Early Childhood-Grade 12	161 Special Education EC-12 TExES	160 PPR EC-12 TExES
§233.8	Special Education Supplemental	163 Special Education Supplemental TExES	Not Applicable: Not a Stand-alone Certificate
§233.8	Teacher of the Deaf and Hard of Hearing: Early Childhood-Grade 12	181 Deaf and Hard of Hearing EC-12 TExES and and 072 TASC or 073 TASC-ASL (required for assignment but not for certification)	160 PPR EC-12 TExES
§233.8	Teacher of Students with Visual Impairments Supplemental: Early Childhood-Grade 12	182 Visually Impaired TExES and and 183 Braille TExES or 283 Braille TExES	Not Applicable: Not a Stand-alone Certificate
Theatre			
§233.10	Theatre: Early Childhood-Grade 12	180 Theatre EC-12 TExES	160 PPR EC-12 TExES
<u>[Career and Technical Education]</u>			
[§233.13]	[Technology Education: Grades 6-12]	[171 Technology Education 6-12 TExES]	[160 PPR EC-12 TExES]
[§233.13]	[Family and Consumer Sciences, Composite: Grades 6-12]	[American Association of Family and Consumer Sciences (AAFCS) 200 Family and Consumer Sciences – Composite Examination]	[160 PPR EC-12 TExES]
[§233.13]	[Human Development and Family Studies: Grades 8-12]	[AAFCS 202 Human Development and Family Studies Concentration Examination]	[160 PPR EC-12 TExES]
[§233.13]	[Hospitality, Nutrition, and Food Sciences: Grades 8-12]	[AAFCS 201 Hospitality, Nutrition, and Food Science Concentration Examination]	[160 PPR EC-12 TExES]

<u>[Certificate TAC Reference]</u>	<u>[Certificate Name]</u>	<u>[Required Content Test(s)]</u>	<u>[Pedagogy and Professional Responsibilities (PPR) Requirements]</u>
<u>[Career and Technical Education (continued)]</u>			
<u>[\$233.13]</u>	<u>[Agriculture, Food, and Natural Resources: Grades 6-12]</u>	<u>[272 Agriculture, Food, and Natural Resources 6-12 TExES]</u>	<u>[160 PPR EC 12 TExES]</u>
<u>[\$233.13]</u>	<u>[Business and Finance: Grades 6-12]</u>	<u>[276 Business and Finance 6-12 TExES]</u>	<u>[160 PPR EC 12 TExES]</u>
<u>[\$233.14]</u>	<u>[Marketing: Grades 6-12]</u>	<u>[275 Marketing 6-12 TExES]</u>	<u>[160 PPR EC 12 TExES]</u>
<u>[\$233.14]</u>	<u>[Health Science: Grades 6-12]</u>	<u>[273 Health Science 6-12 TExES]</u>	<u>[160 PPR EC 12 TExES]</u>
<u>[\$233.14]</u>	<u>[Trade and Industrial Education: Grades 6-12]</u>	<u>[Not Applicable]</u>	<u>[270 Pedagogy and Professional Responsibilities for Trade and Industrial Education 6-12 TExES]</u>

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Review of Proposed Repeal of 19 TAC Chapter 241, Principal Certificate, and New 19 TAC Chapter 241, Certification as Principal

November 16, 2018

**COMMITTEE ON SCHOOL INITIATIVES: ACTION
STATE BOARD OF EDUCATION: ACTION**

SUMMARY: This item provides the State Board of Education (SBOE) an opportunity to review a State Board for Educator Certification (SBEC) rule action that would propose the repeal of 19 Texas Administrative Code (TAC) Chapter 241, Principal Certificate, and new 19 TAC Chapter 241, Certification as Principal. The proposed repeal of and new 19 TAC Chapter 241 would reorganize the chapter to allow for the chapter title to reflect both the proposed new principal certificate as well as the current principal certificate, would establish the requirements for the proposed new principal certificate, and would provide for a proposed new endorsement for individuals who hold a certificate to serve in the role of principal.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 241 is the Texas Education Code (TEC), §§21.003(a), 21.040(4), 21.041(b)(1)-(4), 21.046(b)-(d), and 21.054(a), (e), and (e-2), as amended by Senate Bills (SBs) 7, 179, and 1839, 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, §21.040(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 SBEC.

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)-(4), require the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates; the period for which each class of educator certificate is valid; and the requirements for the issuance and renewal of an educator certificate.

TEC, §21.046(b), requires the SBEC to allow outstanding teachers to substitute approved experience and professional training for part of the educational requirements in lieu of classroom hours.

TEC, §21.046(c), requires the SBEC to ensure that principal candidates are of the highest caliber and that there is a multi-level screening process, along with assessment programs, and flexible internships to determine whether a candidate has the necessary skills for success.

TEC, §21.046(d), states that the SBEC shall consider competencies developed by relevant national organizations and the State Board of Education (SBOE).

TEC, §21.054(a), (e), and (e-2), as amended by SBs 7, 179, and 1839, 85th Texas Legislature, Regular

Session, 2017, require the SBEC to propose rules establishing a process for identifying continuing education courses and programs that fulfill educators' continuing education requirements, including particular continuing education requirements for principals.

EFFECTIVE DATE: The proposed effective date of the proposed repeal of and new Chapter 241 would be December 23, 2018.

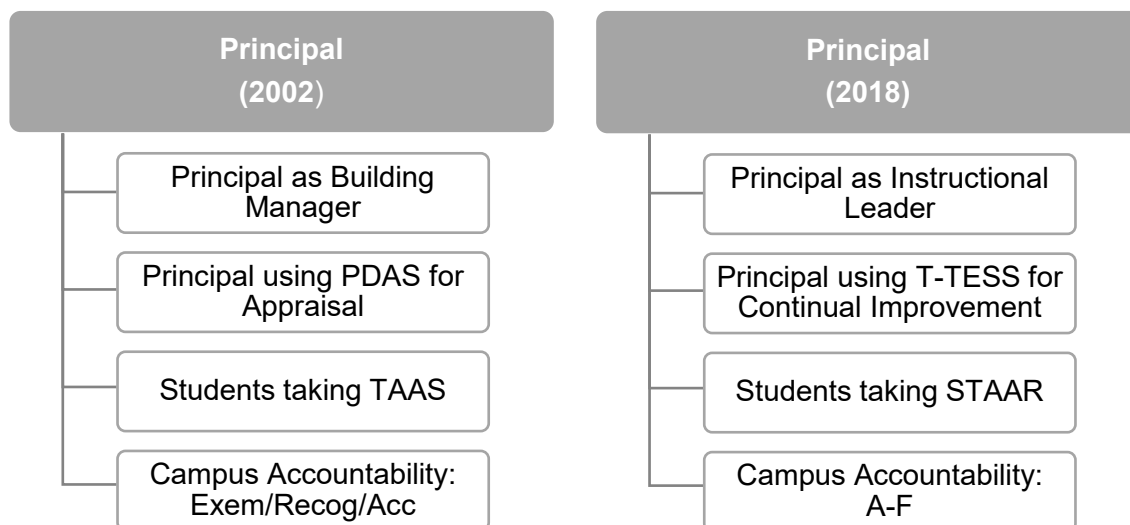
PREVIOUS BOARD ACTION: None.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC is statutorily authorized to regulate and oversee all aspects of the certification of public school educators. The 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.

The SBEC rules in 19 TAC Chapter 241, Principal Certificate, establish all of the requirements for certification and educator preparation program (EPP) minimum standards for issuance of a principal certificate.

At the April 2016 SBEC meeting, the SBEC adopted new principal standards that better align with contemporary principal practices, principal appraisal, and professional development standards. With the adoption of new standards that reflect the knowledge and skills necessary for today's principal, there was careful consideration of the changes to the essential role of a principal to schools, students, communities, and teachers from 2002 (when the standards began to be used for assessment purposes) to the current role in 2018, as illustrated below.

THE CHANGING ROLE OF THE PRINCIPAL FROM 2002-2018



At the March 2018 SBEC meeting, Texas Education Agency (TEA) staff presented the SBEC with a comprehensive approach to a principal certification redesign that includes 1) a new certificate name that better reflects current reality along with a new principal certification assessment; 2) an optional tiered

process for obtaining standard certification; and 3) an endorsement for currently certified principals and assistant principals.

The following is a description of the proposed repeal and new rules.

New Certificate Name: Principal as Instructional Leader

Given the changes in the principal's role from the prior years until now, the proposed new principal certification would be named Principal as Instructional Leader.

Principal Endorsement

Currently certified principals and assistant principals would be given the opportunity to strengthen their current certification through the completion of the performance assessment component of the new examination and attainment of the Principal as Instructional Leader Endorsement. The anticipated date for the performance assessment is fall 2019. As an added incentive, the time spent on successfully completing the performance assessment would qualify for continuing professional education hours.

The proposed new 19 TAC Chapter 241, shown in Attachment II, would reorganize the chapter into two subchapters to include the proposed new Principal as Instructional Leader Certificate and Principal as Instructional Leader Endorsement in proposed new Subchapter A, while maintaining the current Principal Certificate in proposed new Subchapter B. The proposed new rules are outlined below.

- To ensure clarity and differentiate between the current Principal Certificate and the proposed new Principal as Instructional Leader Certificate, the title of the chapter would change from Chapter 241, Principal Certificate, to Chapter 241, Certification as Principal, to allow the new certificate to reside in the chapter without confusion between the two certificates.
- Proposed new Subchapter A, Principal as Instructional Leader Certificate and Endorsement, would be added to include all the requirements for the proposed new certificate and proposed new endorsement. The proposed new rules would also:
 - follow the same process in place for the current Principal Certificate;
 - allow for test development (The new rules would clarify that the proposed new Principal as Instructional Leader Certificate may be issued no earlier than December 1, 2018, and the proposed new Principal as Instructional Leader Endorsement may be issued no earlier than September 1, 2019.); and
 - in proposed new §241.10(d), exempt a candidate's scores on the piloted examination, used to develop the examination for the Principal as Instructional Leader Certificate, from the calculations used to determine an EPP's accountability rating. The exemption is intended as an incentive for EPPs to recommend candidates to take the piloted examination so that the agency can get the best data possible for the purposes of developing and improving the examination.
- Proposed new Subchapter B, Principal Certificate, would include the rules for the current principal certificate.

Attachment III presents the proposed repeal of 19 TAC Chapter 241, Principal Certificate.

SBOE Review of Proposed SBEC Rules

Under the TEC, §21.042, the SBEC must submit a written copy of each rule it proposes to adopt to the SBOE for review. The SBOE may reject the proposed rule by a vote of at least two-thirds of the members of the SBOE present and voting but may not modify a rule.

FISCAL IMPACT: The TEA staff has determined that there is no additional fiscal impact on state and local governments and that there are no additional costs to entities required to comply with the proposed repeal and 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 (TGC), §2006.002, is required. There is no effect on local economy; therefore, no local employment impact statement is required under TGC, §2001.022. The proposed repeal and 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 TGC, §2001.0045.

GOVERNMENT GROWTH IMPACT: The TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking and have determined that, during the first five years the proposed rulemaking would be in effect, it would both create a new regulation and repeal existing regulations. The new regulation is Subchapter A of 19 TAC Chapter 241, Principal as Instructional Leader Certificate and Endorsement, which sets out the new admission, preparation, and certification requirements for the new Principal as Instructional Leader Certificate and Endorsement. The repealed regulations are the provisions of Chapter 241 that set out the requirements for the Principal Certificate. Those repealed regulations would be simultaneously replaced in proposed new Subchapter B of 19 TAC Chapter 241 with no substantive changes to the rules, yielding no net reduction or increase in regulations as a result of the repeal.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not expand or limit an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC AND STUDENT BENEFIT: The new principal certification name change, as well the opportunity for those currently certified to serve in the role as principal to obtain an endorsement, would better align the standards adopted by the SBEC in 2016 to ensure candidates can demonstrate essential competencies expected of a beginning principal, which would lead to stronger preparation of principals in EPPs and improved readiness for candidates to assume the role of campus instructional leader. The proposed repeal and new rules do not impose a cost on persons required to comply with the rules.

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

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

PUBLIC COMMENTS: In accordance with the SBEC rulemaking process, a summary of comments received by the SBEC on its proposed rules is shared with the SBOE under separate cover prior to this SBOE meeting.

OTHER COMMENTS AND RELATED ISSUES: None.

MOTION TO BE CONSIDERED: The State Board of Education:

Take no action on the proposed repeal of 19 TAC Chapter 241, Principal Certificate, and new 19 TAC Chapter 241, Certification as Principal.

Staff Members Responsible: Ryan Franklin, Associate Commissioner
Educator Leadership and Quality

Tam Jones, Director
Educator Preparation

Attachment I: Statutory Citations

Attachment II: Text of Proposed New 19 TAC Chapter 241, Certification as Principal

Attachment III: Text of Proposed Repeal of 19 TAC Chapter 241, Principal Certificate

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ATTACHMENT I

Statutory Citations Related to Proposed Repeal of 19 TAC Chapter 241, Principal Certificate, and New 19 TAC Chapter 241, Certification as Principal

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, §21.040, 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;
 - (3) specify the period for which each class of educator certificate is valid;
 - (4) specify the requirements for the issuance and renewal of an educator certificate;

Texas Education Code, §21.046, Qualifications for Certification As Superintendent or Principal (excerpts):

- (b) The qualifications for certification as a principal must be sufficiently flexible so that an outstanding teacher may qualify by substituting approved experience and professional training for part of the educational requirements. Supervised and approved on-the-job experience in addition to required internship shall be accepted in lieu of classroom hours. The qualifications must emphasize:
 - (1) instructional leadership;
 - (2) administration, supervision, and communication skills;
 - (3) curriculum and instruction management;
 - (4) performance evaluation;
 - (5) organization; and
 - (6) fiscal management.
- (c) Because an effective principal is essential to school improvement, the board shall ensure that:

- (1) each candidate for certification as a principal is of the highest caliber; and
 - (2) multi-level screening processes, validated comprehensive assessment programs, and flexible internships with successful mentors exist to determine whether a candidate for certification as a principal possesses the essential knowledge, skills, and leadership capabilities necessary for success.
- (d) In creating the qualifications for certification as a principal, the board shall consider the knowledge, skills, and proficiencies for principals as developed by relevant national organizations and the State Board of Education.

Texas Education Code, §21.054, Continuing Education, as amended by SBs 7, 179, and 1839, 85th Texas Legislature, Regular Session, 2017 (excerpts):

- (a) The board shall propose rules establishing a process for identifying continuing education courses and programs that fulfill educators' continuing education requirements.
- (e) Continuing education requirements for a principal must provide that not more than 25 percent of the training required every five years include instruction regarding:
 - (1) effective and efficient management, including:
 - (A) collecting and analyzing information;
 - (B) making decisions and managing time; and
 - (C) supervising student discipline and managing behavior;
 - (2) recognizing early warning indicators that a student may be at risk of dropping out of school;
 - (3) digital learning, digital teaching, and integrating technology into campus curriculum and instruction;
 - (4) educating diverse student populations, including:
 - (A) students with disabilities, including mental health disorders;
 - (B) students who are educationally disadvantaged;
 - (C) students of limited English proficiency; and
 - (D) students at risk of dropping out of school.
 - (5) preventing, recognizing, and reporting any sexual conduct between an educator and student that is prohibited under Section 21.12, Penal Code, or for which reporting is required under Section 21.006 of this code.
- (e-2) Continuing education requirements for a principal may include instruction regarding how grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma.

ATTACHMENT II
Text of Proposed New 19 TAC

Chapter 241. Certification as Principal

Subchapter A. Principal as Instructional Leader Certificate and Endorsement

§241.1. General Provisions.

- (a) The Principal as Instructional Leader Certificate may be issued no earlier than December 1, 2018, and Principal as Instructional Leader Endorsement may be issued no earlier than September 1, 2019.
- (b) The holder of the Principal as Instructional Leader Certificate issued under the provisions of this chapter may serve as a principal or assistant principal in a Texas public school.

§241.5. Minimum Requirements for Admission to a Principal Preparation Program.

- (a) Prior to admission to an educator preparation program (EPP) leading to the Principal as Instructional Leader Certificate, an individual must hold a baccalaureate degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.
- (b) An EPP may adopt requirements for admission in addition to those required in subsection (a) of this section.
- (c) The EPP shall implement procedures that include screening activities to determine the candidate's appropriateness for the Principal as Instructional Leader Certificate as identified in Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).

§241.10. Preparation Program Requirements for Principal as Instructional Leader Certificate.

- (a) The standards identified in §241.15 of this title (relating to Standards Required for the Principal as Instructional Leader Certificate) and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs) shall be the curricular basis for an educator preparation program (EPP) preparing candidates to be principals. The EPP shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the EPP based on the standards identified in §241.15 of this title.
- (b) The principal preparation program shall include a field-based practicum whereby a candidate must demonstrate proficiency in each of the standards identified in §241.15 of this title.
- (c) An EPP may develop and implement specific criteria and procedures that allow a candidate to substitute related experience and/or professional training directly related to the standards identified in §241.15 of this title for part of the preparation requirements.
- (d) The calculation determining an EPP's accountability rating in accordance with Chapter 229 of this title shall not include a candidate's performance on the Principal as Instructional Leader pilot examination.

§241.15. Standards Required for the Principal as Instructional Leader Certificate.

- (a) Principal as Instructional Leader Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program (EPP) in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal as Instructional Leader Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal as Instructional Leader Certificate).
- (b) School Culture. The principal:

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
 - (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
 - (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
 - (4) supports the implementation of the campus vision by aligning financial, human, and material resources;
 - (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
 - (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
 - (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
 - (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
 - (9) develops and uses effective conflict-management and consensus-building skills;
 - (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
 - (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
 - (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
 - (13) ensures that parents and other members of the community are an integral part of the campus culture.
- (c) Leading Learning. The principal:
- (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
 - (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
 - (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
 - (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;
 - (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
 - (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
 - (7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

- (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
 - (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
 - (10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and
 - (11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.
- (d) Human Capital. The principal:
- (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
 - (2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;
 - (3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
 - (4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
 - (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
 - (6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
 - (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;
 - (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
 - (9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and
 - (10) plans for and adopts early hiring practices.
- (e) Executive Leadership. The principal:
- (1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;
 - (2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;
 - (3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;
 - (4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;
 - (5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;
 - (6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;

- (7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;
 - (8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;
 - (9) develops, implements, and evaluates change processes for organizational effectiveness;
 - (10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and
 - (11) keeps staff inspired and focused on the campus vision while supporting effective change management.
- (f) Strategic Operations. The principal:
- (1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;
 - (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;
 - (3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;
 - (4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;
 - (5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
 - (6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
 - (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
 - (8) collaboratively plans and effectively manages the campus budget;
 - (9) uses technology to enhance school management;
 - (10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and
 - (11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.
- (g) Ethics, Equity, and Diversity. The principal:
- (1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
 - (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
 - (3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;
 - (4) models and promotes the continuous and appropriate development of all learners in the campus community;
 - (5) ensures all students have access to effective educators and continuous learning opportunities;
 - (6) promotes awareness and appreciation of diversity throughout the campus community;

- (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;
- (8) articulates the importance of education in creating engaged citizens in a free democratic society;
- (9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and
- (10) treats all members of the community with respect and develops strong, positive relationships with them.

§241.20. Requirements for the Issuance of the Standard Principal as Instructional Leader Certificate.

To be eligible to receive the standard Principal as Instructional Leader Certificate, a candidate must:

- (1) successfully complete either the appropriate examinations required under Chapter 230, Subchapter C, of this title (relating to Assessment of Educators), or a piloted examination developed for the Principal as Instructional Leader Certificate;
- (2) hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board;
- (3) hold a valid classroom teaching certificate;
- (4) have two creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2); and
- (5) successfully complete a principal preparation program that meets the requirements of §241.10 of this title (relating to Preparation Program Requirements for the Principal as Instructional Leader Certificate), §241.15 of this title (relating to Standards Required for the Principal as Instructional Leader Certificate), Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates), and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).

§241.25. Requirements for the First-Time Principal in Texas.

- (a) A principal or assistant principal employed for the first-time as a campus administrator (including the first time in the state) shall participate in an induction period of at least one year.
- (b) The induction period should be a structured, systemic process for assisting the new principal or assistant principal in further developing skills in guiding the everyday operation of a school, adjusting to the particular culture of a school district, and developing a personal awareness of self in the campus administrator role. Mentoring support must be an integral component of the induction period.

§241.30. Requirements to Renew the Standard Principal as Instructional Leader Certificate.

- (a) An individual who holds a standard Principal as Instructional Leader Certificate is subject to Chapter 232, Subchapter A, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).
- (b) To satisfy the requirements of this section, an individual must complete 200 clock-hours of continuing professional education every five years directly related to the standards in §241.15 of this title (relating to Standards Required for the Principal as Instructional Leader Certificate).
- (c) An individual who holds a valid Texas professional administrator certificate issued prior to September 1, 1999, may voluntarily comply with the requirements for continuing professional education in this section.

§241.35. Requirements for the Issuance of the Principal as Instructional Leader Endorsement.

- (a) The Principal as Instructional Leader Endorsement may be issued no earlier than September 1, 2019.

- (b) To be eligible to receive the Principal as Instructional Leader Endorsement, a candidate must:
- (1) hold a valid certificate to serve in the role of principal; and
 - (2) successfully complete the appropriate examinations required under Chapter 230, Subchapter C, of this title (relating to Assessment of Educators).

Subchapter B. Principal Certificate

§241.41. General Provisions.

- (a) Due to the critical role the principal plays in campus effectiveness and student achievement, and consistent with the Texas Education Code (TEC), §21.046(c), the rules adopted by the State Board for Educator Certification ensure that each candidate for the Principal Certificate is of the highest caliber and possesses the knowledge and skills necessary for success.
- (b) As required by the TEC, §21.046(b)(1)-(6), the standards identified in §241.55 of this title (relating to Standards Required for the Principal Certificate) emphasize instructional leadership; administration, supervision, and communication skills; curriculum and instruction management; performance evaluation; organization; and fiscal management.
- (c) An individual serving as a principal or assistant principal is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both campus leadership and student learning is essential.
- (d) The holder of the Principal Certificate issued under the provisions of this chapter may serve as a principal or assistant principal in a Texas public school.

§241.45. Minimum Requirements for Admission to a Principal Preparation Program.

- (a) Prior to admission to an educator preparation program (EPP) leading to the Principal Certificate, an individual must hold a baccalaureate degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.
- (b) An EPP may adopt requirements for admission in addition to those required in subsection (a) of this section.
- (c) The EPP shall implement procedures that include screening activities to determine the candidate's appropriateness for the Principal Certificate as identified in Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).

§241.50. Preparation Program Requirements for Principal Certificate.

- (a) The standards identified in §241.55 of this title (relating to Standards Required for the Principal Certificate) and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs) shall be the curricular basis for an educator preparation program (EPP) preparing candidates to be principals. The educator preparation program shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the EPP based on the standards identified in §241.55 of this title.
- (b) The principal preparation program shall include a field-based practicum whereby a candidate must demonstrate proficiency in each of the standards identified in §241.15 of this title.
- (c) An EPP may develop and implement specific criteria and procedures that allow a candidate to substitute related experience and/or professional training directly related to the standards identified in §241.55 of this title for part of the preparation requirements.

§241.55. Standards Required for the Principal Certificate.

- (a) Principal Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard

Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.70 of this title (relating to Requirements to Renew the Standard Principal Certificate).

(b) School Culture. The principal:

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
- (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (4) supports the implementation of the campus vision by aligning financial, human, and material resources;
- (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
- (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
- (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
- (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
- (9) develops and uses effective conflict-management and consensus-building skills;
- (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
- (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
- (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
- (13) ensures that parents and other members of the community are an integral part of the campus culture.

(c) Leading Learning. The principal:

- (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
- (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
- (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;
- (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;

- (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
 - (7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
 - (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
 - (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
 - (10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and
 - (11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.
- (d) Human Capital. The principal:
- (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
 - (2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;
 - (3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
 - (4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
 - (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
 - (6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
 - (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;
 - (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
 - (9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and
 - (10) plans for and adopts early hiring practices.
- (e) Executive Leadership. The principal:
- (1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;
 - (2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;
 - (3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;
 - (4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;

- (5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;
- (6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;
- (7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;
- (8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;
- (9) develops, implements, and evaluates change processes for organizational effectiveness;
- (10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and
- (11) keeps staff inspired and focused on the campus vision while supporting effective change management.

(f) Strategic Operations. The principal:

- (1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;
- (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;
- (3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;
- (4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;
- (5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
- (6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
- (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
- (8) collaboratively plans and effectively manages the campus budget;
- (9) uses technology to enhance school management;
- (10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and
- (11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

(g) Ethics, Equity, and Diversity. The principal:

- (1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
- (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- (3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;
- (4) models and promotes the continuous and appropriate development of all learners in the campus community;

- (5) ensures all students have access to effective educators and continuous learning opportunities;
- (6) promotes awareness and appreciation of diversity throughout the campus community;
- (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;
- (8) articulates the importance of education in creating engaged citizens in a free democratic society;
- (9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and
- (10) treats all members of the community with respect and develops strong, positive relationships with them.

§241.60. Requirements for the Issuance of the Standard Principal Certificate.

To be eligible to receive the standard Principal Certificate, a candidate must:

- (1) successfully complete the appropriate examinations required under Chapter 230, Subchapter C, of this title (relating to Assessment of Educators);
- (2) hold, at a minimum, a master's degree from an accredited institution of higher education that, at the time, was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board;
- (3) hold a valid classroom teaching certificate;
- (4) have two creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2); and
- (5) successfully complete a principal preparation program that meets the requirements of §241.50 of this title (relating to Preparation Program Requirements), §241.55 of this title (relating to Standards Required for the Principal Certificate), Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates), and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).

§241.65. Requirements for the First-Time Principal in Texas.

- (a) A principal or assistant principal employed for the first-time as a campus administrator (including the first time in the state) shall participate in an induction period of at least one year.
- (b) The induction period should be a structured, systemic process for assisting the new principal or assistant principal in further developing skills in guiding the everyday operation of a school, adjusting to the particular culture of a school district, and developing a personal awareness of self in the campus administrator role. Mentoring support must be an integral component of the induction period.

§241.70. Requirements to Renew the Standard Principal Certificate.

- (a) An individual who holds a standard principal or mid-management administrator certificate is subject to Chapter 232, Subchapter A, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).
- (b) To satisfy the requirements of this section, an individual must complete 200 clock-hours of continuing professional education every five years directly related to the standards in §241.55 of this title (relating to Standards Required for the Principal Certificate).
- (c) An individual who holds a valid Texas professional administrator certificate issued prior to September 1, 1999, may voluntarily comply with the requirements for continuing professional education in this section.

ATTACHMENT III
Text of Proposed Repeal of 19 TAC

[Chapter 241. Principal Certificate]

§241.1. General Provisions.

- [(a) — Due to the critical role the principal plays in campus effectiveness and student achievement, and consistent with the Texas Education Code (TEC), §21.046(c), the rules adopted by the State Board for Educator Certification ensure that each candidate for the Principal Certificate is of the highest caliber and possesses the knowledge and skills necessary for success.]
- [(b) — As required by the TEC, §21.046(b)(1) (6), the standards identified in §241.15 of this title (relating to Standards Required for the Principal Certificate) emphasize instructional leadership; administration; supervision, and communication skills; curriculum and instruction management; performance evaluation; organization; and fiscal management.]
- [(c) — An individual serving as a principal or assistant principal is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both campus leadership and student learning is essential.]
- [(d) — The holder of the Principal Certificate issued under the provisions of this chapter may serve as a principal or assistant principal in a Texas public school.]

§241.5. Minimum Requirements for Admission to a Principal Preparation Program.

- [(a) — Prior to admission to an educator preparation program leading to the Principal Certificate, an individual must hold a baccalaureate degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.]
- [(b) — An educator preparation program may adopt requirements for admission in addition to those required in subsection (a) of this section.]
- [(c) — The educator preparation program shall implement procedures that include screening activities to determine the candidate's appropriateness for the Principal Certificate as identified in Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).]

§241.10. Preparation Program Requirements.

- [(a) — The standards identified in §241.15 of this title (relating to Standards Required for the Principal Certificate) and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs) shall be the curricular basis for an educator preparation program preparing candidates to be principals. The educator preparation program shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the educator preparation program based on the standards identified in §241.15 of this title.]
- [(b) — The principal preparation program shall include a field based practicum whereby a candidate must demonstrate proficiency in each of the standards identified in §241.15 of this title.]
- [(c) — An educator preparation program may develop and implement specific criteria and procedures that allow a candidate to substitute related experience and/or professional training directly related to the standards identified in §241.15 of this title for part of the preparation requirements.]

§241.15. Standards Required for the Principal Certificate.

- [(a) — Principal Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard

Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).]

~~[(b) School Culture. The principal:]~~

- ~~[(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;]~~
- ~~[(2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;]~~
- ~~[(3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;]~~
- ~~[(4) supports the implementation of the campus vision by aligning financial, human, and material resources;]~~
- ~~[(5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;]~~
- ~~[(6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;]~~
- ~~[(7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;]~~
- ~~[(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;]~~
- ~~[(9) develops and uses effective conflict management and consensus building skills;]~~
- ~~[(10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;]~~
- ~~[(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;]~~
- ~~[(12) creates an atmosphere of safety that encourages the social, emotional, and physical well being of staff and students; and]~~
- ~~[(13) ensures that parents and other members of the community are an integral part of the campus culture.]~~

~~[(c) Leading Learning. The principal:]~~

- ~~[(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;]~~
- ~~[(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high quality instruction based on best practices from recent research;]~~
- ~~[(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence based appraisal processes and conferences with teachers, and attending grade or team meetings;]~~
- ~~[(4) facilitates the use of sound research based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;]~~
- ~~[(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;]~~

- ~~[(6) — implements a rigorous curriculum aligned with state standards, including college and career readiness standards;]~~
 - ~~[(7) — analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;]~~
 - ~~[(8) — monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;]~~
 - ~~[(9) — ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;]~~
 - ~~[(10) — ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and]~~
 - ~~[(11) — facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.]~~
- ~~[(d) — Human Capital. The principal:]~~
- ~~[(1) — invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;]~~
 - ~~[(2) — ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence based appraisal rubrics, where applicable;]~~
 - ~~[(3) — uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;]~~
 - ~~[(4) — coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;]~~
 - ~~[(5) — facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;]~~
 - ~~[(6) — creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;]~~
 - ~~[(7) — collaboratively develops, implements, and revises a comprehensive and on going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;]~~
 - ~~[(8) — ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;]~~
 - ~~[(9) — implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and]~~
 - ~~[(10) — plans for and adopts early hiring practices;]~~
- ~~[(e) — Executive Leadership. The principal:]~~
- ~~[(1) — reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;]~~
 - ~~[(2) — engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;]~~
 - ~~[(3) — uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;]~~
 - ~~[(4) — develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;]~~

- ~~[(5) — establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;]~~
 - ~~[(6) — demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;]~~
 - ~~[(7) — gathers and organizes information from a variety of sources for use in creative and effective campus decision making;]~~
 - ~~[(8) — frames, analyzes, and creatively resolves campus problems using effective problem solving techniques to make timely, high quality decisions;]~~
 - ~~[(9) — develops, implements, and evaluates change processes for organizational effectiveness;]~~
 - ~~[(10) — uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and]~~
 - ~~[(11) — keeps staff inspired and focused on the campus vision while supporting effective change management.]~~
- ~~[(f) — Strategic Operations. The principal:]~~
- ~~[(1) — assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;]~~
 - ~~[(2) — outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;]~~
 - ~~[(3) — allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;]~~
 - ~~[(4) — establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;]~~
 - ~~[(5) — implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;]~~
 - ~~[(6) — implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;]~~
 - ~~[(7) — applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;]~~
 - ~~[(8) — collaboratively plans and effectively manages the campus budget;]~~
 - ~~[(9) — uses technology to enhance school management;]~~
 - ~~[(10) — facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and]~~
 - ~~[(11) — collaborates with district staff to implement district policies and advocates for the needs of district students and staff.]~~
- ~~[(g) — Ethics, Equity, and Diversity. The principal:]~~
- ~~[(1) — implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);]~~
 - ~~[(2) — models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;]~~
 - ~~[(3) — ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;]~~
 - ~~[(4) — models and promotes the continuous and appropriate development of all learners in the campus community;]~~

- ~~[(5) — ensures all students have access to effective educators and continuous learning opportunities;]~~
- ~~[(6) — promotes awareness and appreciation of diversity throughout the campus community;]~~
- ~~[(7) — implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;]~~
- ~~[(8) — articulates the importance of education in creating engaged citizens in a free democratic society;]~~
- ~~[(9) — communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and]~~
- ~~[(10) — treats all members of the community with respect and develops strong, positive relationships with them;]~~

§241.20. Requirements for the Issuance of the Standard Principal Certificate.

- ~~[To be eligible to receive the standard Principal Certificate, a candidate must:]~~
- ~~[(1) — successfully complete the appropriate examinations required under Chapter 230, Subchapter B, of this title (relating to Assessment of Educators);]~~
- ~~[(2) — hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board;]~~
- ~~[(3) — hold a valid classroom teaching certificate;]~~
- ~~[(4) — have two creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2); and]~~
- ~~[(5) — successfully complete a principal preparation program that meets the requirements of §241.10 of this title (relating to Preparation Program Requirements), §241.15 of this title (relating to Standards Required for the Principal Certificate), Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates), and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).]~~

§241.25. Requirements for the First-Time Principal in Texas.

- ~~[(a) — A principal or assistant principal employed for the first time as a campus administrator (including the first time in the state) shall participate in an induction period of at least one year.]~~
- ~~[(b) — The induction period should be a structured, systemic process for assisting the new principal or assistant principal in further developing skills in guiding the everyday operation of a school, adjusting to the particular culture of a school district, and developing a personal awareness of self in the campus administrator role. Mentoring support must be an integral component of the induction period.]~~

§241.30. Requirements to Renew the Standard Principal Certificate.

- ~~[(a) — An individual who holds a standard principal or mid-management administrator certificate is subject to Chapter 232, Subchapter B, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).]~~
- ~~[(b) — To satisfy the requirements of this section, an individual must complete 200 clock hours of continuing professional education every five years directly related to the standards in §241.15 of this title (relating to Standards Required for the Principal Certificate).]~~
- ~~[(c) — An individual who holds a valid Texas professional administrator certificate issued prior to September 1, 1999, may voluntarily comply with the requirements for continuing professional education in this section.]~~

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Charter School Open-Enrollment Application Update

November 15, 2018

COMMITTEE ON SCHOOL INITIATIVES: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: The director of the Charter School Administration Division will present to the committee any updates on the timeline for the Generation Twenty-Four Open-Enrollment Charter School Application.

PREVIOUS BOARD ACTION: The discussion, as proposed, constitutes recurring updates from the director of the Charter School Administration Division related to the charter school application timeline.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: The State Board of Education is engaged in an ongoing effort to remain abreast of the evolving state-educational landscape and prepare to address areas that are within its jurisdiction.

FISCAL IMPACT: Not applicable.

PUBLIC AND STUDENT BENEFIT: Texas Open-Enrollment Charter Schools institute viable avenues for community restructuring, flexibility, innovative instruction, and school choice among parents and students. As such, all growth of the state's charter portfolio should deliver high-quality educational opportunities to a variety of communities throughout Texas.

PROCEDURAL AND REPORTING IMPLICATIONS: Not applicable.

PUBLIC COMMENTS: Not applicable.

ALTERNATIVES: Not applicable.

Staff Members Responsible: Martin Winchester, Deputy Commissioner
Educator Systems and Support

Joe Siedlecki, Associate Commissioner
School Improvement, Innovation, and Charter Schools

Heather Mauzé, Director
Charter School Administration

Attachment: Statutory Citations

Separate Exhibits: [Generation Twenty-Four Open-Enrollment Charter Application](#)

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ATTACHMENT

Statutory Citations Relating to Charter Schools

Texas Education Code, § 12.101. AUTHORIZATION:

- (a) In accordance with this subchapter, the commissioner may grant a charter on the application of an eligible entity for an open-enrollment charter school to operate in a facility of a commercial or nonprofit entity, an eligible entity, or a school district, including a home-rule school district. In this subsection, "eligible entity" means:
- (1) an institution of higher education as defined under Section 61.003;
 - (2) a private or independent institution of higher education as defined under Section 61.003;
 - (3) an organization that is exempt from taxation under Section 501(c)(3), Internal Revenue Code of 1986 (26 U.S.C. Section 501(c)(3)); or
 - (4) a governmental entity.
- (b) After thoroughly investigating and evaluating an applicant, the commissioner, in coordination with a member of the State Board of Education designated for the purpose by the chair of the board, may grant a charter for an open-enrollment charter school only to an applicant that meets any financial, governing, educational, and operational standards adopted by the commissioner under this subchapter, that the commissioner determines is capable of carrying out the responsibilities provided by the charter and likely to operate a school of high quality, and that:
- (1) has not within the preceding 10 years had a charter under this chapter or a similar charter issued under the laws of another state surrendered under a settlement agreement, revoked, denied renewal, or returned; or
 - (2) is not, under rules adopted by the commissioner, considered to be a corporate affiliate of or substantially related to an entity that has within the preceding 10 years had a charter under this chapter or a similar charter issued under the laws of another state surrendered under a settlement agreement, revoked, denied renewal, or returned.
- (b-0) The commissioner shall notify the State Board of Education of each charter the commissioner proposes to grant under this subchapter. Unless, before the 90th day after the date on which the board receives the notice from the commissioner, a majority of the members of the board present and voting vote against the grant of that charter, the commissioner's proposal to grant the charter takes effect. The board may not deliberate or vote on any grant of a charter that is not proposed by the commissioner.
- (b-1) In granting charters for open-enrollment charter schools, the commissioner may not grant a total of more than:

- (1) 215 charters through the fiscal year ending August 31, 2014;
 - (2) 225 charters beginning September 1, 2014;
 - (3) 240 charters beginning September 1, 2015;
 - (4) 255 charters beginning September 1, 2016;
 - (5) 270 charters beginning September 1, 2017; and
 - (6) 285 charters beginning September 1, 2018.
- (b-2) Beginning September 1, 2019, the total number of charters for open-enrollment charter schools that may be granted is 305 charters.
- (b-3) The commissioner may not grant more than one charter for an open-enrollment charter school to any charter holder. The commissioner may consolidate charters for an open-enrollment charter school held by multiple charter holders into a single charter held by a single charter holder with the written consent to the terms of consolidation by or at the request of each charter holder affected by the consolidation.
- (b-4) Notwithstanding Section 12.114, approval of the commissioner under that section is not required for establishment of a new open-enrollment charter school campus if the requirements of this subsection are satisfied. A charter holder having an accreditation status of accredited and at least 50 percent of its student population in grades assessed under Subchapter B, Chapter 39, or at least 50 percent of the students in the grades assessed having been enrolled in the school for at least three school years may establish one or more new campuses under an existing charter held by the charter holder if:
- (1) the charter holder is currently evaluated under the standard accountability procedures for evaluation under Chapter 39 and received a district rating in the highest or second highest performance rating category under Subchapter C, Chapter 39, Jettytrout15 for three of the last five years with at least 75 percent of the campuses rated under the charter also receiving a rating in the highest or second highest performance rating category and with no campus with a rating in the lowest performance rating category in the most recent ratings;
 - (2) the charter holder provides written notice to the commissioner of the establishment of any campus under this subsection in the time, manner, and form provided by rule of the commissioner; and
 - (3) not later than the 60th day after the date the charter holder provides written notice under Subdivision (2), the commissioner does not provide written notice to the charter holder that the commissioner has determined that the charter holder does not satisfy the requirements of this section.
- (b-5) The initial term of a charter granted under this section is five years.

- (b-6) The commissioner shall adopt rules to modify criteria for granting a charter for an open-enrollment charter school under this section to the extent necessary to address changes in performance rating categories or in the financial accountability system under Chapter 39.
- (b-7) A charter granted under this section for a dropout recovery school is not considered for purposes of the limit on the number of charters for open-enrollment charter schools imposed by this section. For purposes of this subsection, an open-enrollment charter school is considered to be a dropout recovery school if the school meets the criteria for designation as a dropout recovery school under Section 12.1141(c).
- (b-8) In adopting any financial standards under this subchapter that an applicant for a charter for an open-enrollment charter school must meet, the commissioner shall not:
 - (1) exclude any loan or line of credit in determining an applicant's available funding; or
 - (2) exclude an applicant from the grant of a charter solely because the applicant fails to demonstrate having a certain amount of current assets in cash.
- (c) If the facility to be used for an open-enrollment charter school is a school district facility, the school must be operated in the facility in accordance with the terms established by the board of trustees or other governing body of the district in an agreement governing the relationship between the school and the district.
- (d) An educator employed by a school district before the effective date of a charter for an open-enrollment charter school operated at a school district facility may not be transferred to or employed by the open-enrollment charter school over the educator's objection.

TEC, § 12.111. CONTENT

- (a) Each charter granted under this subchapter must:
 - (1) describe the educational program to be offered, which must include the required curriculum provided by Section 28.002;
 - (2) provide that continuation of the charter is contingent on the status of the charter as determined under Section 12.1141 or 12.115 or under Subchapter E, Chapter 39A;
 - (3) specify the academic, operational, and financial performance expectations by which a school operating under the charter will be evaluated, which must include applicable elements of the performance frameworks adopted under Section 12.1181;
 - (4) specify:
 - (A) any basis, in addition to a basis specified by this subchapter or Chapter 39A, of which the charter may be revoked, renewal of the charter may be denied, or the charter may be

- allowed to expire; and charter may be revoked, renewal of the charter may be denied, or the charter may be allowed to expire; and
- (B) the standards for evaluation of a school operating under the charter for purposes of charter renewal, denial of renewal, expiration, revocation, or other intervention in accordance with Section 12.1141 or 12.115 or Chapter 39A, as applicable;
- (5) prohibit discrimination in admission policy on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend in accordance with this code, although the charter may:
- (A) provide for the exclusion of a student who has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37; and
 - (B) provide for an admission policy that requires a student to demonstrate artistic ability if the school specializes in performing arts;
- (6) specify the grade levels to be offered;
- (7) describe the governing structure of the program, including:
- (A) the officer positions designated;
 - (B) the manner in which officers are selected and removed from office;
 - (C) the manner in which members of the governing body of the school are selected and;
 - (D) the manner in which vacancies on that governing body are filled;
 - (E) the term for which members of that governing body serve; and
 - (F) whether the terms are to be staggered;
- (8) specify the powers or duties of the governing body of the school that the governing body may delegate to an officer;
- (9) specify the manner in which the school will distribute to parents information related to the qualifications of each professional employee of the program, including any professional or educational degree held by each employee, a statement of any certification under Subchapter B, Chapter 21, held by each employee, and any relevant experience of each employee;
- (10) describe the process by which the person providing the program will adopt an annual budget;
- (11) describe the manner in which an annual audit of the financial and programmatic operations of the program is to be conducted, including the manner in which the person providing the program will provide information necessary for the school district in which the program is located to participate, as required by this code or by commissioner rule, in the Public Education Information Management System (PEIMS);
- (12) describe the facilities to be used;
- (13) describe the geographical area served by the program;
- (14) specify any type of enrollment criteria to be used;

- (15) provide information, as determined by the commissioner, relating to any management company that will provide management services to a school operating under the charter; and
 - (16) specify that the governing body of an open-enrollment charter school accepts and may not delegate ultimate responsibility for the school, including the school's academic performance and financial and operational viability, and is responsible for overseeing any management company providing management services for the school and for holding the management company accountable for the school's performance.
- (b) A charter holder of an open-enrollment charter school shall consider including in the school's charter a requirement that the school develop and administer personal graduation plans under Sections 28.0212 and 28.02121.

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STATE BOARD OF EDUCATION OPERATING RULES
(Amended January 31, 2017)

CHAPTER 1. BOARD ORGANIZATION

The statutory citation for this chapter is the Texas Education Code, §7.107.

§1.1. Officers of the Board.

- (a) Selection.
 - (1) The vice chair and secretary of the board shall be elected in accordance with Texas Education Code, §7.107, to serve for a term of two years and until their successors are elected.
 - (2) In case of death or resignation of the vice chair or the secretary of the board, the board shall elect a board member to fill the vacancy for the unexpired term of that officer at the next board meeting. Either of these officers may be removed from office by a vote of not less than two-thirds of the membership of the board.
- (b) Duties.
 - (1) Chair. The chair shall preside at meetings and perform all other duties prescribed by law, by board rule, or by board direction.
 - (2) Vice chair. The vice chair shall perform the duties of the chair in case of absence or disability of the chair and other duties as the chair may request. Should the office of the chair become vacant, the vice chair shall serve as chair until a successor has been appointed by the governor.
 - (3) Secretary. The secretary shall perform all duties as required by law and such other duties as the chair may request.

§1.2. Committees of the Board.

- (a) The standing committees of the board are:
 - (1) Committee of the Full Board;
 - (2) Committee on Instruction;
 - (3) Committee on School Finance/Permanent School Fund; and
 - (4) Committee on School Initiatives.

- (b) Committees may receive information, investigate, study and report to the board. The board may from time to time define by resolution the areas of oversight of each committee as may be necessary. Each committee shall review and make recommendations on the board agenda items falling under its areas of oversight; except that the chair of the board, in consultation with the respective committee chair, may designate any board agenda item for review and recommendation by the Committee of the Full Board.
- (c) The Committee of the Full Board shall be composed of all members of the board, and the chair of the board shall be the chair of the Committee of the Full Board.
- (d) The Committees on Instruction, School Finance/Permanent School Fund, and School Initiatives shall be composed of five members selected by the officers of the board. Each member will serve on one committee in addition to the Committee of the Full Board. The officers of the board shall request in writing the committee choices of the members ranked in order of preference and shall make committee assignments in the public view for terms of two years at the organizational meeting after the qualification of new members as the next order of business following election of board officers and adoption of rules. Vacancies shall be filled in a similar fashion. In addition to preference, the officers of the board shall also consider seniority (total years of service), ethnicity balance, gender balance, and relevant qualifications specific to a committee assignment in making committee assignments. Each committee shall elect a chair from among its members and the chair may appoint a vice chair. An officer of the board is not eligible to serve as the chair of a standing committee.
- (e) Ad hoc committees. Ad hoc committees (i.e., task forces) shall be constituted from time to time as directed by a vote of the board or by the chair to perform such duties as the board or chair may assign. The personnel and length of service of ad hoc committees shall be designated by the chair unless otherwise directed by a vote of the board. No action taken by any ad hoc committee shall be final or binding upon the board unless otherwise directed by a vote of the board.
- (f) From time to time committees may find it necessary to request legal opinions, comprehensive studies, or reports to be prepared by the staff to aid the committees in their deliberations. To ensure clarity and coordination, all such requests shall be directed to the Division of State Board of Education Support and shall be reflected in the minutes of the committee meeting.

§1.3. Board Member Seating Selection.

With the exception of the chair, the seating of board members will be by State Board of Education districts. Any member with a special need may exchange seats with another board member who is in agreement with that exchange.

CHAPTER 2. MEETINGS

The statutory citations for this chapter are the Texas Education Code, §§7.055, 7.106, 7.107, 7.110, and 39.030, and the Texas Government Code, Title 5, Open Government; Ethics, Subtitle A, Open Government, Chapter 551, Open Meetings.

§2.1. Regular Meetings of the Board.

In accordance with Texas Education Code, §7.106, four regular meetings of the board a year shall be held in Austin, Texas. If a quorum is not present for a meeting, the meeting shall be recessed and all items on the agenda shall be heard at a subsequent meeting.

§2.2. Special Meetings of the Board.

Special meetings of the board may be held at times and places as ordered by the chair during a regular meeting, or special meetings may be called by the chair of the board to be held at a time and place the chair shall designate.

§2.3. Open Meetings.

Regular, special, and committee meetings of the board shall be open to the public; however, the board or board committees may meet in executive session in accordance with law and these rules. Open meetings of the board and standing committees shall be broadcast live over the Internet.

§2.4. Executive Sessions.

Executive sessions of the board or of board committees are meetings with only board members and persons authorized by law. Executive sessions shall be held in accordance with Texas Government Code, Chapter 551, Open Meetings.

§2.5. Agendas.

- (a) The commissioner of education shall prepare and submit to each member of the board, prior to each meeting, a draft agenda schedule, listing item titles with short summaries of each item. Other than as is provided in subsection (b) and (c), all agenda items are subject to the approval of the chair of the board. Materials supplementing the agenda may be included. Official agendas will be available the day of the board meeting.
- (b) The chairs of the Committee on Instruction, Committee on School Finance/Permanent School Fund, Committee on School Initiatives, and ad hoc committees shall collaborate with the board chair regarding items to be placed on their respective committee agendas. Committee agendas shall include statutorily mandated motions, items assigned to the committee by the board chair, items posted at the discretion of the committee chair and items voted on as set out in subsection (c) below. Committee chairs may post discussion items per their discretion, but action items must be approved by the board chair, subject to the process set out in (c) below.

- (c) Any member of the board may request that a committee chair, other than the Committee of the Full Board, place an item on the agenda of that chair's committee, as either a discussion item or an action item. If the committee chair agrees, the item is placed on the agenda of that chair's committee in accordance with the member's request, subject to the approval of the board chair. If the committee chair denies the member's request, the member may appeal the denial to the board chair. If the board chair denies the request, the member may appeal the denial to the board. If the board approves the request, it is placed on the agenda of the committee to which the request was made at the next meeting of that committee.
- (d) A subject on the agenda that is outside the scope of the board's authority may only be considered by the board or the Committee of the Full Board by a vote of a majority of the membership of the board. The chair, in consultation with Agency legal counsel, shall make a determination of whether an item is outside the scope of the board's authority when preparing the agenda. Any member may move to place an item determined by the chair to be outside the scope of the board's authority on the agenda for a subsequent meeting.

§2.6. Official Transaction of Business.

- (a) The board shall transact official business only when in session with a quorum present. Unless otherwise provided by law, in order for a board action to be final, it must be approved by a majority of the board members present and voting.
- (b) The chair may authorize the board to meet via videoconference call. As required by Government Code §551.127(b), if videoconference calling technology is used, a quorum of the board must be physically present in one location for the meeting. The chair may limit the number of remote videoconference locations in the interest of decorum and teleconference capacity.
- (c) The board reserves the right to restrict the use of cell phones during all meetings of the board and its committees.
- (d) No posters, props, or other visual displays are allowed by board members within the meeting rooms without permission from the presiding chair.

§2.7. Rules of Order.

- (a) The board shall observe *Robert's Rules of Order, Newly Revised*, except as otherwise provided by board rules or by statute.
- (b) The presiding chair shall preserve order and decorum during meetings. In case of disturbance or disorderly conduct in the public gallery, the chair may order that any disruptive individuals be cleared from the area.
- (c) No signs, placards or other objects of a similar nature shall be permitted in the audience gallery area.

- (d) No applause, outburst or other demonstration by any spectator shall be permitted during the public testimony, public hearing or debate portion of any State Board of Education meeting. After warnings to the audience to refrain from such demonstrations, the presiding chair may direct that disruptive individuals in the gallery area be removed as necessary to preserve decorum during meetings.

§2.8. Minutes.

The official minutes of the board shall be kept by the office of the commissioner of education or the commissioner's designee and shall be available to any citizen desiring to examine them. Official minutes are those which the board has approved and which carry the original signature of the secretary of the board.

§2.9. Resolutions.

- (a) A member wishing to offer a resolution shall give notice of the resolution by submitting a copy to the chair and the Division of State Board of Education Support at least one week prior to the posting deadline for the board meeting at which the resolution is to be considered. The board shall consider the resolution and any germane amendments at the next meeting following such notice.
- (b) The board may by unanimous consent pass a congratulatory, commendatory, or other non-substantive resolution without the notice required by this section.
- (c) The board may consider a resolution which expresses an opinion related to specific instructional materials or which expresses concerns as to the appropriateness of specific instructional materials for certain ages or populations. Resolutions considered under this subsection must conform to the following:
 - (1) The resolution shall be submitted in compliance with subsection (a) of this section.
 - (2) Board action on a resolution expressing an opinion related to specific instructional materials may only be considered after final action has been taken concerning placement of the specific instructional materials on the list of adopted instructional materials for use in the public schools of Texas. Board action relative to instructional materials resolutions must take place within 90 days of adoption of the specific instructional materials under 19 TAC Chapter 66, State Adoption and Distribution of Instructional Materials, §66.66(c).
 - (3) Nothing in the resolution shall be construed to replace or modify any final action taken by the board under 19 TAC Chapter 66.
 - (4) The board may adopt a resolution expressing an opinion related to instructional materials based on the following criteria:
 - (A) Instructional materials should present the most current factual information accurately and objectively without editorial opinion or bias by the authors. Theories should be clearly distinguished from fact and presented in an objective educational manner.

- (B) Instructional materials should promote citizenship, patriotism, understanding of the essentials and benefits of the free enterprise system, respect for recognized authority, and respect for individual rights. The materials should not include selections or works that encourage or condone civil disorder, social strife, or disregard of the law. Violence, if it appears, should be treated in the context of its cause and consequence. It should not appear for reasons of unwholesome excitement or sensationalism.
 - (i) Instructional materials should present positive aspects of the United States and its heritage.
 - (ii) When significant political or social movements in history generate no clear consensus, instructional materials should present balanced and factual treatment of the positions.
 - (iii) Free enterprise means an economic system characterized by private or corporate ownership of capital goods; investments that are determined by private decision rather than by state control; and prices, production, and the distribution of goods that are determined in a free market.
- (C) Instructional materials should not include blatantly offensive language or illustrations.
- (D) Instructional materials should treat divergent groups fairly without stereotyping and reflect the positive contributions of all individuals and groups to the American way of life. Illustrations and written materials should avoid bias toward any particular group or individual and present a wide range of goal choices. Particular care should be taken in the treatment of ethnic groups, issues related to the aging and aged, roles of men and women, the dignity of workers, and respect for the work ethic.
 - (i) Instructional materials should not encourage life-styles deviating from generally accepted standards of society.
 - (ii) Instructional materials should provide an objective view of cultural confluence and include information needed to develop mutual understanding and respect among all elements of our population. Materials should reflect an awareness that culture and language variation does exist and can be used to promote successful learning.
 - (iii) Instructional materials should present examples of men and women participating in a variety of roles and activities and also shall present the economic, political, social, and cultural contributions of men and women, past and present.
 - (iv) Instructional materials that treat aspects of the world of work should reflect the positive contributions of all types of careers to the American economic system and way of life. People presented should reflect varieties of work and be treated without bias toward particular kinds of work.

- (v) Instructional materials should present traditional and contemporary roles of men, women, boys, and girls.
 - (vi) Instructional materials should present balanced treatment of issues related to aging and the aged.
- (5) A representative of the publisher of the specific instructional material shall be given the opportunity to address the board prior to action by the board on such a resolution.
 - (6) A copy of any resolution passed by the board expressing an opinion related to specific instructional material shall be provided to the board president and superintendent of each school district in Texas.

§2.10. Oral Public Testimony in Connection with Regular Board and Committee Meetings.

(a) General Provisions.

- (1) The board shall provide opportunity for oral public testimony at regular committee meetings, special meetings, and at regularly scheduled meetings of the State Board of Education.
- (2) Work session and ad hoc committee meetings are exempt from this requirement.
- (3) The presiding chair shall take appropriate action to avoid unduly repetitious testimony.
- (4) The presiding chair shall assure that members of the public with differing viewpoints have reasonable access to address the board and take steps to ensure that individuals will be given priority over registered lobbyists.
- (5) The presiding chair shall determine which speakers will be heard and the order in which they will be heard if the number exceeds that number which may reasonably be expected to testify in the allotted time for presentations. The presiding chair shall also determine whether speakers who did not register or who registered late will be heard and whether persons asking to testify as a substitute for a registered speaker may do so.
- (6) The board, without debate, may allow a person to testify for clarification and informational purposes, whether or not he/she has registered or previously testified. The person is not required to honor the request.

(b) Registration Procedures.

- (1) Individuals may register between the hours of 8 a.m. on the Friday preceding the board meeting and 5 p.m. (Central Time) on the Monday preceding the board meeting on the agency website at <https://tea.texas.gov/PublicTestimonySBOE/>, or by facsimile at (512) 936-4319, or, during normal operating hours, by telephone at (512) 463-9007 or in person at the William B. Travis (WBT) State Office Building, 1701 N. Congress, room 1-109, Austin, Texas 78701.

- (2) The commissioner of education may update the agency liaison divisions as necessary based upon the agency's organizational structure.
 - (3) The speaker shall provide his or her name and organizational affiliation, if any, contact telephone number, mailing address, email address, and indicate which item or topic the speaker will address and viewpoint on the topic; and the speaker will disclose if he or she is a lobbyist registered with the Texas Ethics Commission.
 - (4) A person may register himself or herself, and one other person. Organizations may not register more than two persons per item.
 - (5) Those registering online will receive an email confirming the registration during the next business day.
 - (6) Registrations will be listed based upon registration date and time or alternating points of view in order of registration date and time.
 - (7) Late registration will be accepted until 30 minutes before the scheduled start of a meeting, however late registrants are not guaranteed an opportunity to testify due to time constraints.
 - (8) Speakers will be informed if it appears that time constraints will not permit all speakers to make their presentation within the allotted time.
 - (9) All speakers shall provide thirty-five (35) collated or stapled copies of their testimony. Registered speakers who are unable to make their presentations due to time constraints are encouraged to provide thirty-five (35) copies of their testimony for distribution to board members and agency executive staff. Written testimony will not be attached to committee minutes.
- (c) Oral Public Testimony to Committees.
- (1) Oral public testimony to committees is limited to the topics posted for action or discussion on committee agendas at that specific committee meeting.
 - (2) Three (3) minute time limits on individual oral testimony will be imposed unless modified by the presiding chair.
 - (3) The presiding chair shall designate whether oral public testimony shall be taken at the beginning of the meeting or at the time the related item is taken up by the committee after staff has presented the item.
 - (4) The presiding chair shall take steps to ensure that individuals will be given priority over registered lobbyists. The committee, without debate, may allow a person to testify for clarification and informational purposes, whether or not he/she has registered or previously testified. The person is not required to honor the request.

- (d) Oral Public Testimony to the General Meeting of the Board.
 - (1) Oral public testimony at general meetings of the State Board of Education is limited to topics that are *not* posted for action or discussion at the corresponding regular committee meetings or information published in the information section (yellow pages) of the agenda.
 - (2) Thirty (30) minutes shall be allotted for oral public testimony, excluding the questions and answers, at the beginning of each board meeting, unless modified by a majority vote of the board. Three (3) minute time limits on individual oral testimony will be imposed unless modified by the presiding chair. Testimony invited by board members shall not be counted against the time allotted for oral public testimony. Agency staff shall inform the presiding chair and any affected registered speakers prior to the meeting if time constraints may not allow some registered speakers to testify.
 - (3) The presiding chair shall take steps to ensure that individuals will be given priority over registered lobbyists. The board, without debate, may allow a person to testify for clarification and informational purposes, whether or not he/she has registered or previously testified. The person is not required to honor the request.

§2.11. Written Testimony in Connection with Regular Board and Committee Meetings.

- (a) Persons may file written testimony with regard to any committee or board agenda item. Any written testimony or comments shall identify the date of the meeting; the subject of the comments; the name of the author; the name of the author's organizational affiliation, if any; and indicate whether the author is a lobbyist registered with the Texas Ethics Commission.
- (b) If the written testimony is submitted at the regular board or committee meeting, thirty-five (35) collated or stapled copies shall be provided for distribution to board members and agency executive staff. Written testimony will not be attached to the board minutes.
- (c) Persons who were unable to attend or to testify at a committee or board meeting due to time constraints may provide thirty-five (35) collated or stapled copies of their testimony to agency staff for distribution to board members and agency executive staff.

§2.12. Public Hearings.

- (a) Types of Public Hearings.
 - (1) Hearings regarding proposed board rules. The board shall conduct a public hearing on a substantive rule if a hearing is requested by at least 25 persons, a governmental subdivision or agency, or an association having at least 25 members. Testimony is restricted to comments regarding the proposed action. The hearing must be set to take place before any action is adopted. The public hearing shall be conducted before the appropriate board committee as determined by the board chair in accordance with the areas of oversight defined in board operating rules.

- (2) Other types of hearings. The board may also hold public hearings on proposed actions, such as those relating to instructional materials issues. The public hearing shall be conducted before the appropriate board committee as determined by the board chair in accordance with the areas of oversight defined in board operating rules. Public hearings regarding the instructional materials adoption process are governed by 19 TAC §66.60.
- (b) Speakers shall preregister in accordance with the procedures established by the agency office responsible for the subject matter.
- (c) The presiding chair shall establish the procedures for conducting the public hearing. These procedures shall include, but are not limited to, the following:
 - (1) Providing for presentations from invited persons or an introduction from staff;
 - (2) Providing that preregistered speakers are heard in order of registration times and dates, or requiring alternating points of view in order of registration times and dates;
 - (3) Establishing time limits for speakers, generally three minutes each;
 - (4) Adjourning the hearing at the end of the allotted time period listed in the agenda item or any extension granted by a vote of the majority of the board or appropriate committee.
- (d) Persons who testify at a public hearing shall bring thirty-five (35) collated or stapled copies of their testimony for distribution to board members and agency executive staff.
- (e) Persons who were unable to testify at a public hearing due to time constraints may provide thirty-five (35) collated or stapled copies of their testimony to agency staff for distribution to board members and agency executive staff.
- (f) Prior to the meeting, agency staff shall inform the presiding chair and shall attempt to inform any affected registered speakers if time constraints may not allow some registered speakers to testify.

§2.13. Written Public Comments Regarding Proposed Rulemaking.

All interested persons have a reasonable opportunity to submit data, views and arguments to the board in writing, prior to the board adoption of any rule. Written public comments regarding proposed board rules may be filed with the board as provided in the notice of proposed rulemaking contained in the *Texas Register*.

CHAPTER 3. TRAVEL AND EXPENSES

The statutory citations for this chapter are the Texas Education Code, §7.105, Texas Government Code, Chapter 660, and the General Appropriations Act.

§3.1. Reimbursement of Expenses.

- (a) Members of the State Board of Education receive no salary but are reimbursed for all expenses incurred for attending regular and special meetings of the board and of board committees.
- (b) All reimbursements for expenditures shall be in accordance with Texas Education Code, §7.105(b), Texas Government Code, Chapter 660, the General Appropriations Act, and these rules.
- (c) Only expenses of board members may be reimbursed. Expenses for spouses, family, or other persons traveling with board members are not reimbursable.
- (d) Board members must submit receipts for the following expenses:
 - (1) public transportation (excluding receipts for bus, taxi, or limousine);
 - (2) car rental;
 - (3) lodging; and
 - (4) conference registration fees (which may not include banquets, books, or materials).
- (e) Lodging receipts must show the rate for single occupancy plus tax which will be the maximum reimbursable amount per day for lodging.
- (f) Receipts are not required to claim expenses for meals; however, the General Appropriations Act provides that "none of the funds appropriated under this act for travel expenses may be expended for alcoholic beverages" and no such expenses may be claimed for reimbursement.
- (g) Other official travel expenses which board members may claim include the following when the expenses are required for the conduct of state business:
 - (1) telephone calls;
 - (2) parking fees (including personal vehicles);
 - (3) notary fees for official documents;
 - (4) fax fees; and
 - (5) wireless connection.

- (h) Board members may not claim reimbursement for expenses such as the following:
 - (1) laundry or other personal items;
 - (2) tips or gratuities of any kind; and
 - (3) alcoholic beverages.
- (i) All claims for reimbursement will be reviewed by agency accounting personnel to ensure compliance with the requirements of the appropriations act, and any appropriate adjustments to claims shall be made by staff.
- (j) A yearly budget shall be established for travel of board members. The budgeted amount would include an allotment of travel funds for board members to attend board meetings and committee meetings, and an allotment for in-district, out-of-district, and out-of-state meetings. An additional allotment shall be budgeted for travel of the chair when representing the State Board of Education at meetings. When there is a change in office during the fiscal year, the travel budget will be reassigned to the new board member.
- (k) A board member may be reimbursed for travel expenses for attending activities other than State Board of Education meetings and committee meetings provided that the board members are in compliance with the following procedures:
 - (1) In-District and Out-of-District Travel. In-district and out-of-district travel is at each member's discretion. Prior approval is not required; however, any travel for which reimbursement is requested must be directly related to the duties and responsibilities of the State Board of Education. Any requests for reimbursement, directly or indirectly related to seeking election to office, will not be allowed.
 - (2) Out-of-State Travel. Prior approval is required by the officers of the board (chair, vice chair, and secretary).
- (l) A board member may be reimbursed for travel expenses incurred while serving on any board, council, or commission or serving in any official board position as an appointee for specific administrative functions when appointed by the State Board of Education or its chair, or subject to approval of the board or its officers of the board.
- (m) None of the funds appropriated in the General Appropriations Act shall be used for influencing the outcome of any election, or the passage or defeat of any legislative measure.

§3.2. Travel Arrangements and Hotel Reservations for State Board of Education Meetings.

- (a) Board members shall be responsible for making their own arrangements for travel to and from board meetings. Agency travel coordinators are available for assistance.
- (b) The senior executive assistant to the board or his/her designee will make guaranteed hotel reservations for each board member upon request.
- (c) Any change in or cancellation of reservations shall be the responsibility of the individual board member in whose name the reservations were made. Board members who wish to change or cancel their reservations must contact the hotel directly or call the State Board of Education support office. All bills received by the agency for unused or uncanceled reservations will be forwarded for payment to the board member in whose name the reservations were made.

§3.3. Acceptance of Gifts and/or Grants for Charter School Evaluation.

- (a) Purpose. The State Board of Education (SBOE) may accept a gift and/or grant for the limited purpose of expenses associated with evaluating an applicant for an open-enrollment charter school.
 - (1) An entity making a gift and/or grant under this section may not:
 - (A) limit the use of the funds to any individual applicant, cycle or class of applicants;
 - (B) be a charter operator in this or any other state, a management company, service provider or vendor of any kind to charter schools in this or any other state;
 - (C) have common board members or corporate members with any entity operating a charter in Texas or applying to operate a charter in Texas;
 - (D) be an individual required to register as a lobbyist under Chapter 305, Government Code; or
 - (E) be an employee, attorney, contractor or other agent of any kind to charter schools in this or any other state.
 - (2) An entity making a gift and/or grant under this section may not do so if the source of funds used for the gift and/or grant were received from an entity that could not make a gift and/or grant under this section.
 - (3) For purposes of this section, a spouse or dependent child of an individual prohibited from making a gift and/or grant is also prohibited.
 - (4) For purposes of this section, an entity includes any legal entity such as corporations, individuals and other business associations. An individual is limited to a natural person.

- (5) An entity making a gift and/or grant shall certify that it has complied with all requirements of this section in a format approved by the board chair.
- (b) Procedure. The SBOE may accept a gift and/or grant under this section only by an affirmative vote of the board.
- (1) A charter may not be evaluated using funds under this section unless the commissioner has:
 - (A) proposed to award a charter to that applicant pursuant to Section 12.101(b); or
 - (B) requested the participation of individual board members in the agency's preliminary evaluation of an applicant.
 - (2) The commissioner shall receive, disburse and account for funds accepted by the board.
 - (3) Funds accepted under this section may be used solely to pay reasonable travel expenses, including meals and accommodations, for SBOE members and TEA staff as necessary to evaluate applicants for open-enrollment under this section. Unless approved by the board chair and the commissioner, travel expenses are limited to those available for travel by SBOE members or state employees.
 - (4) In making decisions under this section, the board chair will consult with the board member acting as a liaison under Section 12.101(b). The board chair will also consult with the chair of the Committee on School Initiatives, unless doing so would create a quorum of a committee of the board. A decision by the board chair under this section is final.
 - (5) Board members evaluating a charter applicant under this section shall be selected by the board chair. The board chair will, to the extent possible, give preference to board members whose districts include proposed locations at which the charter would operate. Under no circumstances will a quorum of the board or a committee of the board participate in an evaluation under this section.
 - (6) The board chair may request that relevant TEA employees accompany board members in evaluating charter applicants under this section. The commissioner must approve participation of agency employees.
 - (7) Except as provided by this subsection, board members and TEA staff may not accept anything of value from an applicant and shall limit contact with the applicant and its employees and representatives to the actual investigation of the charter. The board chair may authorize acceptance of reasonable local transportation and meals from the applicant as necessary to facilitate the evaluation.
 - (8) In addition to board members and TEA staff, the board chair may authorize other professionals to participate in an evaluation under this section. Such a professional may not be an individual or entity unable to donate funds under subsection (a) and is subject to all conditions and limits imposed by this section on board members.

- (c) Evaluation. Each board member will individually report to the Committee on School Initiatives regarding his/her evaluation of a proposed charter prior to consideration of the charter by the board under Section 12.101(b-0). The Committee on School Initiatives will develop a standard form for use by board members in evaluating a charter under this section.
- (d) Reporting. Expenses reimbursed for each board member, TEA staff or other professionals shall be made publicly available and reported as appropriate on a board member's personal financial statement.

CHAPTER 4. CONDUCT AND PUBLIC RELATIONS

The statutory citations for this chapter are the Texas Education Code, §7.108; the Texas Government Code, §305.006, and Chapter 572, Personal Financial Disclosure, Standards of Conduct, and Conflict of Interest; and the Texas Election Code, Chapter 251, General Provisions.

§4.1. Standards of Conduct and Conflicts of Interest.

- (a) Personal interest in board actions. Whenever a board member has a financial interest in any matter to be voted upon by the board, such a member shall state at an open meeting that he or she has such an interest in the matter and shall abstain from voting and discussion concerning the matter.
- (b) The Permanent School Fund ethics policy governs the conduct of State Board of Education members with respect to the investment and management of the Permanent School Fund.

§4.2. Press and Public Relations.

- (a) Prior to each State Board of Education meeting, the agenda shall be made available by agency staff to the capitol press corps; governor's office; Legislative Budget Board; Legislative Reference Library; Texas Higher Education Coordinating Board; regional education service centers; and state offices of professional education organizations which have requested the agenda.
- (b) A press table shall be provided at meetings of the State Board of Education and press representatives shall be supplied with copies of the official agenda for the meeting and other materials relating to specific agenda items.
- (c) The State Board of Education shall seek to maintain open relations with the press by answering reporters' questions frankly and by providing official statements through press releases and answers to follow-up inquiries.

§4.3. Disclosure of Campaign Contributions and Gifts.

- (a) Any person, corporation, or other legal entity which proposes to enter into a contract with or applies for a grant, contract, or charter which may be granted by the State Board of Education shall disclose whether, at any time in the preceding four years, the person, corporation, or other legal entity has made a campaign contribution to a candidate for or member of the State Board of Education. Disclosure shall be made in writing to the commissioner of education 14 calendar days prior to consideration by the board or any committee of a contract, grant, or charter.

- (b) A person, corporation, or other legal entity which proposes to enter into a contract with or applies for a grant, contract, or charter which may be granted by the State Board of Education shall disclose in the same manner any benefit conferred on a candidate for or member of the State Board of Education during the preceding four years. A benefit need not be disclosed if the aggregate value of benefits conferred on a candidate for or a member of the State Board of Education during the preceding four years does not exceed \$250, or a different limit set by §572.023(b)(7), Texas Government Code. This requirement applies whether or not the person, corporation, or other legal entity is required to report the expenditure to the Texas Ethics Commission. For purposes of this section, a benefit is not conferred if the candidate for or a member of the State Board of Education has paid for the member's own participation, as well as any participation by other persons for the direct benefit of any business in which the member has a substantial interest as defined under Texas Government Code §572.005 (1) - (7).
- (c) In this section:
- (1) "person, corporation, or other legal entity" includes:
 - (A) any individual who would have a "substantial interest" in the person, corporation, or other legal entity as that term is defined in Texas Government Code, §572.005 (1) - (6);
 - (B) an attorney, representative, registered lobbyist, employee, or other agent who receives payment for representing the interests of the person, firm, or corporation before the board or to board members, or whose duties are directly related to the contract, grant, or charter; or
 - (C) an individual related within the first degree by affinity or consanguinity, as determined under Chapter 573, Government Code, to the person covered by (c)(1).
 - (2) "contract, grant, or charter" means any application to enter into a contractual relationship with or otherwise receive funding from the State Board of Education, including without limitation contracts for investment advisors, consultants, or investment managers for the Permanent School Fund and applicants for charters to operate open enrollment charter schools.
 - (3) "campaign contribution" has the meaning defined in Texas Election Code, §251.001.
 - (4) "benefit" has the meaning defined in Texas Penal Code, §36.01.
 - (5) "candidate for or a member of the State Board of Education" includes a person related within the first degree of affinity or consanguinity, as determined under Chapter 573, Government Code, to a candidate for or a member of the State Board of Education.
- (d) A person, corporation, or other legal entity has a continuing duty to report contributions or expenditures made through the term of a contract, grant, or charter and shall within 21 calendar days notify the commissioner of education and the board chair upon making a contribution or expenditure covered by this section.

- (e) Failure to disclose a contribution or expenditure under this section shall be grounds for canceling or revoking the contract, grant, or charter in the discretion of the board. Only those contributions or expenditures made after the effective date of this rule are required to be disclosed.
- (f) This section does not affect the validity of contracts, grants, or charters existing on its effective date but does apply to the renewal or extension of any contract, grant, or charter.
- (g) Before distributing bids or applications for a contract with the board, staff will provide any disclosure made under subsection (a) or (b) to a board member to whom the disclosure applies. A board member shall have 10 calendar days to provide a written statement relating to the disclosure for distribution along with all disclosures.
- (h) An SBOE member shall on April 15 of each year submit a list of businesses that the SBOE member has a substantial interest in as defined in Texas Government Code §572.005 (1) - (7) and all DBAs or assumed names of any such businesses. If any change occurs in the identities of businesses that an SBOE member has a substantial interest in, the SBOE member shall submit an amendment within 30 calendar days of the date of such change. A person, corporation, or other legal entity which proposes to enter into a contract with or applies for a grant, contract, or charter that may be granted by the State Board of Education shall be provided the combined list of all board members and shall disclose any campaign contribution or benefit under subsections (a) or (b) on behalf of any business in which an SBOE member has a substantial interest.

CHAPTER 5. RULES AND THE RULEMAKING PROCESS

The statutory citation for this chapter is the Texas Government Code, Chapter 2001, Subchapter B; Texas Government Code, Chapter 2002, Subchapter B; Texas Education Code, §7.102(e)-(f).

§5.1. State Board of Education Rules.

- (a) An action of the board to adopt a rule under the Texas Education Code is effective only if the rule's preamble published in the *Texas Register* includes a statement of the specified statutory authority contained in the Texas Education Code to adopt the rule.
- (b) Rules submitted to the Office of the Secretary of State for publication in the *Texas Register* shall conform to requirements promulgated by the Secretary of State.

§5.2. Adoption, Amendment, and Repeal of State Board of Education Rules.

- (a) Proposed new rules, amendments, and repeals must appear on the agenda for discussion at one board meeting and for action at two subsequent board meetings as First Reading and Second Reading, unless a departure from this rulemaking process is approved by the board.
- (b) Each member of the board shall receive copies of the preliminary and official board meeting agendas containing all proposed new rules, amendments, or repeals to be considered.
- (c) The board can take action only if the rule is posted for action in the official notice of the meeting that is published in the *Texas Register*. The commissioner is authorized to file information with the Secretary of State to comply with the requirements of Texas Government Code, Chapter 2001, Subchapter B; and Texas Government Code, Chapter 2002, Subchapter B, regarding adoption of rules.
 - (1) **First Reading and Filing Authorization.** The board can authorize the commissioner to file a proposed new rule, amendment, or repeal with the Secretary of State for publication in the *Texas Register* as it appears in the agenda or with changes to the material presented in the agenda.
 - (2) **Second Reading and Final Adoption.** If the mandatory 30-day public comment period after filing the proposal with the Secretary of State has elapsed, the board can adopt a new rule, amendment, or repeal. If a board committee determines that a substantial revision of the material presented in the agenda shall be considered, the board shall not take final action before the next board meeting.
 - (3) **Withdrawal.** The board can authorize the commissioner to withdraw a proposed new rule, amendment, or repeal that was previously filed with the Secretary of State.
 - (4) **Refiling.** The board can authorize the commissioner to withdraw and refile a proposed new rule or amendment that was previously filed with the Secretary of State if there are substantive changes from the original filing.

- (d) The board can authorize the commissioner to conduct a public hearing on behalf of the State Board of Education concerning board rules. The public hearing shall be transcribed and the transcript made available for review by board members.
- (e) Except as otherwise provided by law, a rule does not take effect until the beginning of the school year that begins at least 90 days after the date of the rule adoption.
- (f) A rule may take effect earlier than the date set forth in subsection (e) if the rule's preamble specified an earlier date with the reason for the earlier date and:
 - (1) the earlier effective date is a requirement of:
 - (A) a federal law, or
 - (B) a state law that specifically refers to Texas Education Code §7.102 and expressly requires the adoption of an earlier effective date; or
 - (2) on an affirmative vote of two-thirds of the members of the board, the board makes a finding that an earlier effective date is necessary.

§5.3. Emergency Rules.

The board may adopt emergency rules without prior notice or hearing. Conditions under which emergency rules can be adopted and the periods for which they are effective are governed by Texas Government Code §2001.034. The board shall also comply with the requirements of Section 5.2(f) of these rules and the notice of emergency meeting requirements in Texas Government Code, §551.045. Emergency rules will be placed on a board agenda for adoption as a permanent rule.

§5.4. Filing Non-Substantive Rule Corrections with the Secretary of State.

The commissioner may approve and file with the Secretary of State non-substantive corrections to State Board of Education rules. Non-substantive rule corrections may only include typographical, grammatical, referencing, or spelling errors and technical edits to comply with *Texas Register* style and format requirements.

§5.5. Rulemaking Authority.

Except for rules adopted under §5.4 of these rules (relating to Filing Non-Substantive Rule Corrections with the Secretary of State), or other exceptions specifically authorized by the board, all rules of the State Board of Education shall be approved by the State Board of Education.

§5.6. Review of the State Board of Education Rules.

In accordance with Texas Government Code, §2001.039, the State Board of Education shall review its rules every four years to assure that statutory authority for the rules continues to exist. If necessary, proposed amendments will be brought to the board following the procedure described in §5.2 of these rules.

§5.7. Filing of Amendments.

A member wishing to amend any Texas Essential Knowledge and Skills (TEKS) being considered by the board for second reading and final adoption shall submit the amendment in writing to the staff no later than 5 p.m. or two hours following the adjournment of the Committee of the Full Board, whichever is later, on the day prior to the amendment being considered by the board in accordance with rules adopted by the board relating to the TEKS adoption process. All amendments shall be made available to the public to the extent possible. This rule may be suspended by a two-thirds vote.

CHAPTER 6. ADVISORY GROUPS

The statutory citations for this chapter are the Texas Education Code, §§7.102(b), 29.254, 32.034, and 61.077.

§6.1. General Provisions.

- (a) The State Board of Education may appoint advisory committees where specific authority is granted in statute.
 - (1) The State Board of Education may establish an adult education advisory committee composed of not more than 21 members representing public and private education, business, labor, minority groups, and the public to advise the board on needs, priorities, and standards of adult education programs conducted in accordance with the Texas Education Code, Chapter 29, Subchapter H, Adult and Community Education Programs.
- (b) The State Board of Education may establish a Committee of Investment Advisors (CIA) to the Permanent School Fund and approve all selected appointments. The CIA shall be composed of not more than 15 members, one appointed by each State Board of Education member, who each have considerable institutional investment expertise and are free from conflicts of interest. The CIA member will closely advise the individual State Board of Education member who appointed the member on all matters relative to the management of the Permanent School Fund as necessary. The CIA may meet in person or via conference call or telephone conference as needed. Duties and responsibilities of the CIA are within the *Texas Permanent School Fund - Investment Procedures Manual*, Section A.2.
- (c) If the board does not establish a CIA, nothing shall prevent a board member from selecting and working with an investment advisor in a manner consistent with federal and state laws and the Investment Procedures Manual.

RESOLUTION

As specified in the operating rules of the State Board of Education, “the board may from time to time define by resolution the areas of oversight of each committee as may be necessary.” This resolution specifies the areas of oversight for each board committee currently delineated in the board's operating rules.

Committee of the Full Board

1. Public testimony
2. Establishment of essential knowledge and skills (TEKS)
3. Adopt instructional materials

Committee on Instruction

1. Establishment of curriculum and graduation requirements
2. Curriculum implementation (including procedures concerning dyslexia and related disorders)
3. Instructional materials proclamations
4. Student assessment program implementation
5. General education
6. Education of individuals with disabilities
7. Gifted and talented education
8. Adult education
9. Library standards
10. Texas School for the Blind and Visually Handicapped/Texas School for the Deaf

Committee on School Finance/Permanent School Fund

1. State and federal funding issues
2. Financial budgeting, reporting, and regulation
3. Contract and grant approval
4. Instructional materials financing and operations
5. Review commissioner's annual FSP budget
6. Community education funding
7. Permanent School Fund management oversight, including audit responsibility, investment objectives, and investment decisions

Committee on School Initiatives

1. Long-range plans required by statute
2. Educational technology and telecommunications
3. Review and evaluation of charter school applications the commissioner of education proposes to grant
4. State Board for Educator Certification rules review
5. School board member training policy
6. Hearing examiners
7. Military reservation and special school districts
8. Extracurricular activities
9. Home-rule school district probation and revocation

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**Texas Permanent School Fund
Asset Allocation Mix - SBOE
September 30, 2018**

<u>Asset Class</u>	<u>Portfolio</u>	<u>Book Value</u>	<u>Mix</u>	<u>Fair Value</u>	<u>Mix</u>
Equity	Domestic Small-Mid Cap	\$ 1,010,985,587	3.81%	\$ 1,690,351,917	4.97%
	Domestic Large Cap	2,319,852,388	8.74%	5,565,385,302	16.37%
	Total Domestic Equity	<u>3,330,837,975</u>	<u>12.55%</u>	<u>7,255,737,219</u>	<u>21.34%</u>
	International Equity - Blackrock	4,047,416,476	15.25%	5,284,464,176	15.55%
	QMA Emerging Market Equity	404,099,888	1.52%	458,767,386	1.35%
	Navarro Emerging Market Equity	330,737,541	1.25%	465,079,022	1.37%
Total Public Market Equity	Total Emerging Market Equity	<u>734,837,429</u>	<u>2.77%</u>	<u>923,846,408</u>	<u>2.72%</u>
		<u>8,113,091,880</u>	<u>30.57%</u>	<u>13,464,047,803</u>	<u>39.61%</u>
Fixed Income	Domestic Fixed Income	4,645,941,543	17.51%	4,477,066,106	13.17%
	Investec Emerging Market Debt	803,347,555	3.03%	745,660,832	2.19%
	Ashmore Emerging Market Debt	849,550,141	3.20%	789,116,575	2.32%
	Stone Harbor Emerging Market Debt	801,772,043	3.02%	676,593,632	1.99%
	Total Emerging Market Debt	<u>2,454,669,739</u>	<u>9.25%</u>	<u>2,211,371,039</u>	<u>6.50%</u>
Total Fixed Income		<u>7,100,611,282</u>	<u>26.76%</u>	<u>6,688,437,145</u>	<u>19.67%</u>
Absolute Return	Raven 1	800,000,000	3.01%	1,101,891,025	3.24%
	Raven 2	24,646,867	0.09%	32,822,447	0.10%
	Raven 4	600,000,000	2.26%	978,339,529	2.88%
	Raven 6	353,884,155	1.33%	461,126,070	1.36%
	Raven 7	412,711,614	1.56%	547,909,890	1.61%
	Raven 8	367,370,489	1.38%	421,279,814	1.24%
Total Absolute Return		<u>2,558,613,125</u>	<u>9.63%</u>	<u>3,543,368,775</u>	<u>10.43%</u>
Private Equity	Columbia NB Crossroads Fund L.P.	292,955,514	1.10%	397,628,203	1.17%
	Columbia NB Crossroads Fund II L.P.	413,152,180	1.56%	667,060,640	1.96%
	Columbia NB Crossroads Fund II Tranche C	500,334,992	1.89%	552,932,060	1.63%
	TPSF NB PE Program	641,838,487	2.42%	826,397,312	2.43%
	Private Equity Direct	254,841,948	0.96%	263,360,567	0.77%
	Columbia CS Fund, L.P.	340,716,486	1.28%	450,112,010	1.32%
Total Private Equity		<u>2,443,839,607</u>	<u>9.21%</u>	<u>3,157,490,792</u>	<u>9.28%</u>
Real Estate	Direct Real Estate Investments	2,096,154,518	7.90%	2,569,478,497	7.56%
Total Real Estate		<u>2,096,154,518</u>	<u>7.90%</u>	<u>2,569,478,497</u>	<u>7.56%</u>
Risk Parity	AQR Capital Management	846,664,411	3.19%	1,165,147,433	3.43%
	Bridgewater	764,790,629	2.88%	1,146,619,747	3.37%
	Total Risk Parity Strategies	<u>1,611,455,040</u>	<u>6.07%</u>	<u>2,311,767,180</u>	<u>6.80%</u>
Real Return	Real Return - TIPS	1,057,342,176	3.98%	1,037,982,516	3.05%
	Real Return Commodities - Terlingua 1	587,500,000	2.21%	419,335,613	1.23%
	Real Return Commodities - Terlingua 2	575,000,000	2.17%	405,163,530	1.19%
	Real Return Commodities - Terlingua 3	172,048,523	0.65%	169,412,053	0.50%
	Total Real Return	<u>2,391,890,699</u>	<u>9.01%</u>	<u>2,031,893,712</u>	<u>5.97%</u>
Total Unallocated Cash		223,484,630	0.85%	223,484,629	0.68%
Fund Total		<u>26,539,140,781</u>	<u>100.00%</u>	<u>33,989,968,533</u>	<u>100.00%</u>

Notes: The asset classes include cash that has been allocated to the investment portfolios.
Exposure includes fair value of funded investments plus unfunded commitments.

Exposure: Total Private Equity Exposure and Percentage of Fund Total Fair Value 5,343,342,039 15.72%
Total Real Estate Exposure and Percentage of Fund Total Fair Value 4,103,488,981 12.07%

Current State Board of Education approved Strategic Asset Allocation Mix (approved June 15, 2018)

Large Cap U.S. Equity	13.00%	Real Estate	10.00%
Small/Mid Cap U.S. Equity	5.00%	Risk Parity	7.00%
Developed and Emerging Market International Large Cap Equity	14.00%	Real Return-Commodities	3.00%
Emerging Market Equity	3.00%	Real Return-TIPS	3.00%
Domestic Investment Grade Fixed Income	12.00%	Absolute Return	10.00%
Emerging Market Debt (LC)	7.00%	Private Equity	13.00%
			<u>100.00%</u>

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2017-2021 Rule Review Plan for State Board of Education Rules

November 16, 2018

STATE BOARD OF EDUCATION: INFORMATION

SUMMARY: This item outlines the rule review plan for State Board of Education (SBOE) rules during the period of September 2017 through August 2021. Texas Government Code, §2001.039, requires an ongoing four-year rule review of existing state agency rules, including SBOE rules. The rule review requirement is designed to ensure that the reason for initially adopting or readopting a rule continues to exist.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: Senate Bill (SB) 178, 76th Texas Legislature, 1999, amended the Texas Government Code by adding §2001.039, which requires the review of existing state agency rules. The rule review requirement in Texas Government Code, §2001.039, is designed to ensure that the reason for adopting or readopting the rule continues to exist.

The 2017-2021 SBOE rule review plan reflected in Attachment I repeats the cycle of review that was conducted during the 2013-2017 SBOE rule review with the addition of new rules that took effect subsequent to the adoption of that plan. The 2017-2021 plan is the sixth rule review cycle of SBOE rules.

In accordance with Texas Education Code, §28.002(m), the Texas Essential Knowledge and Skills (TEKS) are exempt from the rule review requirement and are not included in the 2017-2021 rule review plan. The TEKS were also exempt from previous rule review plans. Although the TEKS will not be reviewed as part of the rule review process, the SBOE conducts a review of the curriculum content on a schedule determined by the SBOE designed to align the adoption of textbook proclamations with amendments to the TEKS.

Revisions to Rule Review Plan. The 2017-2021 SBOE rule review plan was approved at the November 2016 SBOE meeting and will appear on an ongoing basis in the information pages of each SBOE agenda until completion. Any necessary modifications to the plan will appear in the information pages of the SBOE agenda along with the ongoing report.

Rule Review Procedures. Secretary of State rules specify the following two-step review process to implement the rule review requirement in the Texas Government Code, §2001.039:

1. a Notice of Proposed Review (Intention to review) that announces a public comment period for comments on whether the reason for adopting or readopting the rules continues to exist (see example in Attachment II); and
2. a Notice of Adopted Review (Readoption) that summarizes the public comments received, if any, in response to the notice of proposed review and provides a response to each comment (see examples in Attachment II).

The rule review process for SBOE rules is illustrated in this item using three examples. These examples present the following points: (1) if no amendments are recommended to rules under review, the item presenting the adoption of the review will complete the rule review process and no further action will be necessary; and (2) if amendments are recommended to rules under review, the item presenting the

adoption of the review will complete the rule review process and the amendments will be presented as a separate item under the standard rulemaking process.

Example 1. Rule Review with No Changes

January SBOE Meeting	SBOE Committee (discussion)	Discussion item that briefly describes the rule and specifies that no changes are being recommended.
	Texas Register	After the SBOE meeting, staff files Notice of Proposed Review (see Attachment II).
April SBOE Meeting	SBOE Committee and Full SBOE	Action item that presents a summary of comments received, if any, from Notice of Proposed Review. The SBOE authorizes filing the Notice of Adopted Review, noting that no changes are being proposed to the rule as a result of the review.
	Texas Register	After the SBOE meeting, staff files Notice of Adopted Review that states the rule will continue to exist without changes (see Attachment II).
END OF REVIEW PROCESS (no item at June SBOE Meeting)		

Example 2. Rule Review with Changes

January SBOE Meeting	SBOE Committee (discussion)	Discussion item that briefly describes the rule, outlines issues to be considered, and specifies anticipated changes to the rule.
	Texas Register	After the SBOE meeting, staff files Notice of Proposed Review (see Attachment II).
April SBOE Meeting	SBOE Committee and Full SBOE (first reading)	Separate action items are included in the agenda: one that presents comments received, if any, from Notice of Proposed Review and one that provides the SBOE the opportunity to propose amendments. The SBOE authorizes filing the Notice of Adopted Review and approves the proposed amendments for first reading and filing authorization.
	Texas Register	After the SBOE meeting, staff files proposed amendments and the Notice of Adopted Review that states the rule will continue to exist and changes are being proposed (see Attachment II).
END OF REVIEW PROCESS		
June SBOE Meeting	SBOE Committee and Full SBOE (second reading)	Action item that presents the proposed amendments for second reading and final adoption. Item includes a summary of comments, if any, on proposed amendments.
	Texas Register	After the SBOE meeting, staff files adopted amendments.
END OF AMENDMENT PROCESS		

Example 3. Repeal of Rule under Review

January SBOE Meeting	SBOE Committee (first reading)	Action item that presents the proposed repeal of rule. SBOE approves proposed repeal for first reading and filing authorization.
	Texas Register	After the SBOE meeting, staff files proposed repeal. No Notice of Proposed Review required for repeals.
April SBOE Meeting	SBOE Committee and Full SBOE (second reading)	Action item that presents the proposed repeal of rule for second reading and final adoption.
	Texas Register	After the SBOE meeting, staff files adopted repeal.
END OF REPEAL PROCESS		

PUBLIC COMMENTS: None.

OTHER COMMENTS AND RELATED ISSUES: None.

Staff Member Responsible: Cristina De La Fuente-Valadez, Director
Rulemaking
Amanda Gunter, Program Specialist
Rulemaking

Attachment I: 2017-2021 Rule Review Plan for State Board of Education Rules

Attachment II: Sample Notices of Proposed Review and Adopted Review

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Attachment I

2017-2021 Rule Review Plan for State Board of Education Rules

Texas Government Code, §2001.039, requires a four-year rule review cycle for all state agency rules, including State Board of Education rules. The rule review is designed to ensure that the reason for adopting or readopting the rule continues to exist. It only includes rules currently in effect at the time the plan is adopted.

Texas Education Code, §28.002(m), exempts the Texas Essential Knowledge and Skills (TEKS) from the rule review requirement; accordingly, this rule review plan does not include the rule chapters for the TEKS. Although the rules will not be reviewed as part of the rule review process, the SBOE conducts a review of the TEKS on a schedule determined by the SBOE. This review of the curriculum content is designed to align the adoption of textbook proclamations with the amendments to the TEKS.

Review Period: September 2017 - August 2018			
Chapter Title	Subchapter Title	Topic	Begin Review
Chapter 74. Curriculum Requirements	<i>Subchapter A. Required Curriculum</i>	Curriculum	September 2017
	<i>Subchapter B. Graduation Requirements</i>		
	<i>Subchapter C. Other Provisions</i>		
	<i>Subchapter D. Graduation Requirements, Beginning with School Year 2001-2002</i>		
	<i>Subchapter E. Graduation Requirements, Beginning with School Year 2004-2005</i>		
	<i>Subchapter F. Graduation Requirements, Beginning with School Year 2007-2008</i>		
	<i>Subchapter G. Graduation Requirements, Beginning with School Year 2012-2013</i>		
Chapter 105. Foundation School Program	<i>Subchapter A. Definitions</i>	Finance	November 2017
	<i>Subchapter B. Use of State Funds</i>		
Chapter 89. Adaptations for Special Populations	<i>Subchapter A. Gifted/Talented Education</i>	Special Populations	January 2018
	<i>Subchapter C. Texas Certificate of High School Equivalency</i>		
	<i>Subchapter D. Special Education Services and Settings</i>		
Chapter 61. School Districts	<i>Subchapter A. Board of Trustees Relationship</i>	Administration	April 2018

Review Period: September 2018 – August 2019			
Chapter Title	Subchapter Title	Topic	Begin Review
Chapter 157. Hearings and Appeals	<i>Subchapter A. General Provisions for Hearings Before the State Board of Education</i>	Personnel	September 2018
	<i>Subchapter D. Independent Hearing Examiners</i>		
Chapter 129. Student Attendance	<i>Subchapter A. Student Attendance Allowed</i>	Finance	January 2019
	<i>Subchapter B. Student Attendance Accounting</i>		

Review Period: September 2019 – August 2020			
Chapter Title	Subchapter Title	Topic	Begin Review
Chapter 33. Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund	<i>Subchapter A. State Board of Education Rules</i>	Finance	September 2019
Chapter 66. State Adoption and Distribution of Instructional Materials	<i>Subchapter A. General Provisions</i>	Instructional Materials	November 2019
	<i>Subchapter B. State Adoption of Instructional Materials</i>		
	<i>Subchapter C. Local Operations</i>		
Chapter 100. Charters	<i>Subchapter A. Open-Enrollment Charter Schools</i>	Charter Schools	January 2020
	<i>Subchapter B. Home-Rule School District Charters</i>		

Review Period: September 2020 – August 2021			
Chapter Title	Subchapter Title	Topic	Begin Review
Chapter 30. Administration	<i>Subchapter A. State Board of Education: General Provisions</i>	Administration	November 2020
	<i>Subchapter B. State Board of Education: Purchasing and Contracts</i>		
Chapter 101. Assessment	<i>Subchapter A. General Provisions</i>	Assessment	January 2021
	<i>Subchapter B. Implementation of Assessments</i>		
	<i>Subchapter C. Local Option</i>		
Chapter 109. Budgeting, Accounting, and Auditing	<i>Subchapter A. Budgeting, Accounting, Financial Reporting, and Auditing for School Districts</i>	Finance	January 2021
	<i>Subchapter B. Texas Education Agency Audit Functions</i>		
	<i>Subchapter C. Adoptions by Reference</i>		
	<i>Subchapter D. Uniform Bank Bid or Request for Proposal and Depository Contract</i>		

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SAMPLES

Attachment II

Notice of Proposed Review (Intention to review)

The State Board of Education (SBOE) proposes the review of 19 TAC Chapter 129, Student Attendance, pursuant to the Texas Government Code, §2001.039. The rules being reviewed by the SBOE in 19 TAC Chapter 129 are organized under the following subchapters: Subchapter A, Student Attendance Allowed, and Subchapter B, Student Attendance Accounting.

As required by the Texas Government Code, §2001.039, the SBOE will accept comments as to whether the reasons for adopting 19 TAC Chapter 129, Subchapters A and B, continue to exist. The comment period begins with the publication of this notice and must last a minimum of 30 days.

Comments or questions regarding this rule review may be submitted to Cristina De La Fuente-Valadez, Rulemaking, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494. Comments may also be submitted electronically to rules@tea.texas.gov.

Notice of Adopted Review (with no changes to rule) (Readoption)

The State Board of Education (SBOE) adopts the review of 19 TAC Chapter 129, Student Attendance, Subchapter A, Student Attendance Allowed, and Subchapter B, Student Attendance Accounting, pursuant to the Texas Government Code, §2001.039. The SBOE proposed the review of 19 TAC Chapter 129, Subchapters A and B, in the February 12, 2016 issue of the Texas Register (41 TexReg 1131).

The SBOE finds that the reasons for adopting 19 TAC Chapter 129, Subchapters A and B, continue to exist and readopts the rules. The SBOE received no comments related to the review.

No changes are necessary as a result of the review.

Notice of Adopted Review (with changes to rule) (Readoption with changes)

The State Board of Education (SBOE) adopts the review of 19 TAC Chapter 129, Student Attendance, Subchapter A, Student Attendance Allowed, and Subchapter B, Student Attendance Accounting, pursuant to the Texas Government Code, §2001.039. The SBOE proposed the review of 19 TAC Chapter 129, Subchapters A and B, in the February 12, 2016 issue of the Texas Register (41 TexReg 1131).

The SBOE finds that the reasons for adopting 19 TAC Chapter 129, Subchapters A and B, continue to exist and readopts the rules. The SBOE received no comments related to the review. As part of the review, the SBOE is proposing an amendment to 19 TAC §129.21, which may be found in the Proposed Rules section of this *Texas Register* issue.

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