

Item 16:

Discussion of Effective Preparation Framework Development

DISCUSSION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) with an opportunity to discuss the Board's vision for educator preparation program (EPP) quality and an update on the process to develop an Effective Preparation Framework.

STATUTORY AUTHORITY: The statutory authority for educator preparation program quality is the Texas Education Code (TEC), §21.031.

FUTURE ACTION EXPECTED: Texas Education Agency (TEA) staff anticipates presenting an update on the process for building a framework for quality Texas educator preparation programs, the Effective Preparation Framework, at the December 2021 SBEC meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: At the July 2021 SBEC meeting, the SBEC provided input to TEA staff regarding policy and process options to develop a framework that identifies the quality components of educator preparation programs. The SBEC directed TEA staff to begin the process of developing an Effective Preparation Framework and engage a diverse set of stakeholders in the development processes. TEA staff will update the SBEC on the development of the Effective Preparation Framework. This will include providing an overview of the proposed framework development process and timeline and a summary of feedback from stakeholder engagement activities to date.

Purpose and Rationale for an Effective Preparation Framework:

At the July 2021 SBEC meeting, TEA staff shared that in recent SBEC policy decisions, as well as discussions with the SBEC commendations committee and the Educator Preparation Advisory Committee (EPAC), there has been a heightened interest in continuing to pursue policy options for recognizing high-quality educator preparation and supporting EPP continuous improvement.

In discussions around the development of an Effective Preparation Framework to address these considerations, members of the Board reinforced the value of developing a framework that distinguishes effective preparation practices that result in improved outcomes for school children, future educators, local school districts, and EPPs. The development of the framework would codify the "what, when, where, and how" of effective educator preparation in alignment with the SBEC's mission and purpose.

During the July discussion, members of the SBEC provided TEA staff with feedback and guidance on the following:

- The importance of including a diverse set of stakeholders, across program types, geographic contexts, and all EPP Commendations categories, in the development and feedback processes

- The importance of ensuring that the framework allows programs multiple pathways to quality, take into account local context, and is applicable to both traditional and alternative certification programs
- The role the framework could serve in fostering stronger collaboration between local education agencies (LEAs) and EPPs and providing insight for LEAs into program quality
- The value for the SBEC and the field at large in leveraging the framework for both recognition of high performing programs and support for program continuous improvement
- The value for EPPs in moving from a focus on compliance to continuous improvement

TEA staff has integrated this feedback and guidance into stakeholder engagement planning and communication and will revisit the guidance when bringing forward potential implementation plans for the SBEC's consideration.

Effective Preparation Framework Purpose:

The process for developing an Effective Preparation Framework allows the SBEC to partner with EPPs and the educational community to establish a clear and common vision for educator preparation best practices that result in strong candidate and student outcomes. Based on the rich experiences of Texas EPPs, the needs and knowledge of LEA stakeholders, and knowledge in the larger field of educator preparation, this framework would provide an aspirational bar for educator preparation quality and a route to get there. Finally, the Effective Preparation Framework would capture the most foundational practices that are essential for all 124 Texas EPPs, across program types and contexts.

In practice, the Effective Preparation Framework would serve three proposed functions: build a common language for EPP best practices, foster EPP continuous improvement efforts, and support alignment among the SBEC, EPPs, LEAs, and TEA on the foundations of quality educator preparation. A summary of the proposed purposes and what they could mean for Texas EPPs can be found in Attachment II.

Effective Preparation Framework Development and Stakeholder Discussions to Date

TEA staff have begun the process of engaging with external stakeholders to develop draft components of quality Texas educator preparation programs for the SBEC's discussion and consideration. An overview of the proposed stakeholder engagement plan can be found in Attachment III.

Update on EPAC Discussions Regarding Quality Components of EPPs:

The EPAC, the SBEC's only standing advisory committee, convened with its new membership in March 2021. At the first meeting with updated membership, members of the EPAC had the opportunity to share what they were most excited about in their role as an advisory committee. In summary of their reflections, the EPAC shared a desire to focus on ensuring that future educators have access to and are prepared within high-quality educator preparation programs, ensuring that novice teachers are adequately prepared to meet the needs of their students upon accepting a position as Teacher of Record. At the May 2021 EPAC meeting, the members of the EPAC began to build a shared vision for high-quality educator preparation, collectively sharing their organization's and/or their top three characteristics that exemplify high-quality

educator preparation. TEA staff subsequently organized these characteristics into components, and, at the August 2021 meeting, the committee reviewed the components and provided additional input and specificity.

The EPAC's current draft components of high-quality educator preparation can be found in Attachment IV. The EPAC will continue refining their recommendations at their October 2021 meeting, based on feedback from the SBEC.

Update on Educate Texas's Teacher Preparation Regulatory Committee

As an outcome of the Chapter 228 four-year rule review (regarding EPP program requirements), Educate Texas, a non-profit educational organization that has supported the SBEC on previous stakeholder engagement and policy development processes, organized a Teacher Preparation Regulatory Committee to provide structured feedback to the SBEC on opportunities for clarification, streamlining, and/or improvement within the rules that govern Texas educator preparation programs. The committee is comprised of individuals from educator preparation programs, including both institutions of higher education and alternative certification programs, local education agency (LEA) staff at the district, campus and classroom level, and education non-profit organizations. In addition, the committee is comprised of individuals representing urban, suburban and rural Texas, as well as small and large school districts. With the SBEC's signal to develop an Effective Preparation Framework, the Teacher Preparation Regulatory Committee expanded its goals to also include the development of a shared vision for effective educator preparation and the codification of quality educator preparation practices in Curriculum, Training and Support, and Assessment. The committee plans to share these recommendations with TEA staff and the SBEC for consideration in development of the framework.

The committee met in August and September 2021 to begin to develop these recommendations. TEA staff has been in active communication with Educate Texas as they plan for these committee meetings and plans to attend each meeting to ensure consistent, timely updates to the Board.

Proposed Next Steps:

TEA staff will continue to conduct stakeholder engagement to develop the key components of the Effective Preparation Framework. Throughout this stakeholder engagement process, TEA staff will provide comprehensive updates and draft framework language to the SBEC for the Board's discussion and feedback. TEA staff will tentatively plan to bring draft components of the framework to the SBEC for discussion in December 2021 and February 2022 and a final framework for SBEC discussion in April 2022.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the recommendations would be more rigorous, relevant, and reliable preparation of educators for entry into the profession, and retention of these qualified professionals for years to come.

Staff Member Responsible:

Jessica McLoughlin, Director, Educator Standards, Testing, and Preparation

Attachments:

- I. Statutory Citations Relating to the SBEC's Purpose Regarding Educator Preparation Program Quality
- II. Summary of the Effective Preparation Framework's Proposed Functions
- III. Draft Stakeholder Engagement Plan Related to Effective Preparation Framework Development
- IV. Initial Draft Summary of EPAC's Components of High-Quality Educator Preparation

ATTACHMENT I**Statutory Citations Relating to the State Board for Educator Certification's Purpose
Regarding Educator Preparation Program Quality****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.

ATTACHMENT II

Summary of the Effective Preparation Framework's Proposed Functions

Function	Description	What this could mean for Texas EPPs
Common Language	<ul style="list-style-type: none"> Would build a common language among the SBEC, TEA, EPPs, candidates and Texas LEAs around the best practices EPPs engage in daily. 	<ul style="list-style-type: none"> All EPPs would share a clear, aspirational vision for educator preparation best practice. The framework could foster collaboration and continuous improvement practices within and across EPPs, grounded in common language. The framework would build a foundation for Texas EPP-LEA partnerships.
Continuous Improvement	<ul style="list-style-type: none"> Would support EPP continuous improvement through an aligned continuing approval review process. 	<ul style="list-style-type: none"> The components of the Effective Preparation Framework would be codified in Ch. 228 of SBEC rule. The SBEC could recognize and celebrate EPP innovation and best practices in alignment with the framework. All EPPs are required to engage in a continuing approval review every five years. An updated continuing approval review process could be aligned with the framework and provide meaningful feedback on EPP quality, in addition to ensuring compliance. A framework-aligned continuing approval review could yield prioritized focus areas to inform EPP continuous improvement.
Alignment	<ul style="list-style-type: none"> Would provide the foundation for alignment of statewide resources and supports to the needs of Texas EPPs. 	<ul style="list-style-type: none"> TEA could provide and connect programs with meaningful training, resources, and supports in alignment with the framework. External EPP technical assistance providers and organizations could align their resources and supports with the framework.

ATTACHMENT III**Draft Stakeholder Engagement Plan Related to Effective Preparation Framework Development**

Audience	Activities	Timelines
EPAC	Develop and refine draft components of the Effective Preparation Framework Seek additional feedback on draft components from their affiliated organizations to inform framework refinement	May 2021 – March 2022
Educate Texas Teacher Preparation Regulatory Committee	Develop a vision for effective educator preparation and set of quality descriptors related to Curriculum, Training and Support, and Assessment	August – November 2021
EPP Commendations Recipient Feedback Sessions	Provide feedback on draft components of the Effective Preparation Framework	November – December 2021
Regional EPP Feedback Sessions	Provide feedback on draft components of the Effective Preparation Framework	December 2021 – February 2022
All EPP faculty and staff	Survey distributed to EPP faculty and staff across all Texas programs to seek feedback on draft components of the Effective Preparation Framework	January 2022 – February 2022

ATTACHMENT IV

Initial Draft Summary of EPAC's Components of High-Quality Educator Preparation

I. Admissions

Recruit a diverse pool of candidates into the preparation program.

Recognize that candidates may need additional supports to fully access programmatic content and supports (e.g. financial, program accessibility).

II. Curriculum and Coursework

Curriculum and coursework aligned with critical competencies (e.g., lesson design and internalization practices, trauma-informed, health and well-being practices, diversity, equity, and inclusion practices, progress monitoring and data-driven instructional practices, technology integration, behavior management, strategies to meet the individualized needs of special populations)

Regular hands-on practice and application of critical competencies to reinforce translation of educational theory to practice (e.g., structured practice and role-play during courses, opportunities for application in field-based experience, practice in clinical teaching or internship)

III. Training, Supervision, and Support

High-quality field-based experiences occur in a variety of instructional settings with diverse student populations and meaningfully connect course concepts to classroom application

High-quality, rigorous clinical teaching that is extended, context rich, intentional, and scaffolded to include meaningful opportunities for co-teaching and lead teaching coupled with cooperating/mentor teacher coaching and support.

Frequent observation from EPP field supervisor and LEA staff that includes actionable feedback and coaching that explicitly connects coursework and practice.

Rigorous selection and high-quality training of cooperating/mentor teachers and field supervisors to ensure dispositional alignment, knowledge of content and pedagogical best practice (e.g., critical competencies integrated in preparation coursework), and effective coaching practices.

IV. P-12 Partnership

Alignment between the EPP and LEA partners on shared priorities for teacher preparation and a shared vision for teacher readiness

Alignment of recruitment, placement, and training practices in service of LEA needs (e.g. staffing, instructional approaches, professional development)

Shared governance structures that include collaborative decision making over teacher recruitment, training, placement, hiring, and support, ongoing processes for collaboration and

communication, and data sharing and analysis to ensure teacher candidates are making an impact on P-12 student outcomes.

Long-term partnership to support the transition of candidates from pre-service to in-service educators (e.g., ongoing coaching and support during first year(s) teaching, training and support of mentor teachers, induction content development and support, support with development of candidate development plans).

V. Assessment and Evaluation

Alignment across EPP faculty and staff on the importance and utility of reliable evaluation tools to establish a normed bar for success and support candidate and programmatic continuous improvement and support.

Formative performance gates and/or milestone assessments that align with critical competencies and can ensure candidates can apply what they are learning in such a way that results in improved student outcomes

Use of an evaluation instrument that allows the field supervisor to guide and direct the candidate in their growth and development.

Consistent candidate progress monitoring, including frequent touchpoints with cooperating/mentor teachers and field supervisors to understand impact of coursework on candidate growth.

Summative performance assessments that measure educator preparation requirements and educator preparation program effectiveness

Systems and processes that allow the EPP to consistently collect, analyze, monitor, and communicate around multiple sources of data (e.g. candidate readiness, impact on student outcomes, placement, satisfaction, retention, including analysis by candidate demographic group).

Systems and processes to support use of these sources of data to inform and implement continuous improvement strategies.