

Item 11: Request to Approve a New Educator Preparation Program: ResponsiveEd 180 Educator Preparation Program

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to approve a request by ResponsiveEd 180 Educator Preparation Program (EPP), located in Lewisville, Texas to be approved as an educator preparation program (EPP) to prepare and recommend candidates for certification through the alternative certification route. Texas Education Agency (TEA) staff reviewed the proposal and found that it complied with provisions of 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, Chapter 228, Requirements for Educator Preparation Programs, Chapter 229, Accountability System for Educator Preparation Programs, and Chapter 230, Professional Educator Preparation and Certification, Subchapter B, General Certification Requirements.

STATUTORY AUTHORITY: The statutory authority related to the approval of educator preparation programs are the Texas Education Code, §21.0443 and §21.044.

The full text of statutory citations can be found in the statutory authority section of this agenda.

EFFECTIVE DATE: Upon SBEC approval with enrollments to begin January 2024.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC approves all EPPs. The EPP prepares and completes an extensive application addressing the SBEC-required ten components as follows:

| Component | Component Description |
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| 1. Governance (19 TAC §228.20) | Pertaining to the EPP's advisory committee functions, responsibilities, and program amendments. |
| 2. Admission (19 TAC §§227.10 and 227.17) | Pertaining to admission criteria and formal admission required of all applicants seeking initial certification in any class of certificate. |
| 3. Educator Preparation Curriculum (19 TAC §228.30) | Pertaining to standards-based curriculum required of all candidates seeking certification. |
| 4. Preparation Program Coursework and/or Training (19 TAC §228.35) | Pertaining to how the educator preparation program prepares candidates for educator certification and ensures they are effective in the classroom. |

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| <p>5. Assessment and Evaluation of Candidates for Certification and Program Improvement (19 TAC §228.40)</p> | <p>Pertaining to how the EPP has established benchmarks and structured assessments of a candidate’s progress throughout the EPP.</p> <p>Pertaining to how the EPP continuously evaluates the design and delivery of the EPP components based on performance data, scientifically based research practices, and the results of internal and external feedback and assessments.</p> |
| <p>6. Professional Conduct (19 TAC §228.50)</p> | <p>Pertaining to how the educator preparation program ensures that the individuals preparing candidates and the candidates themselves understand and adhere to Chapter 247 relating to the Educators’ Code of Ethics.</p> |
| <p>7. Complaints and Investigations Procedures (19 TAC §228.70)</p> | <p>Pertaining to the EPP’s responsibilities for maintaining a process through which a candidate or former candidate in an EPP, an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a site supervisor, or an administrator in a public or private school that serves as a site for clinical teaching, internship, or practicum experiences may submit a complaint about an EPP for investigation and resolution.</p> |
| <p>8. Certification Procedures (19 TAC §§230.36, 230.37, and 230.31)</p> | <p>Pertaining to the requirements for the issuance of Intern, Probationary, and Standard certificates.</p> |
| <p>9. Required Submission of Information, Surveys, and Other Data (19 TAC §229.3)</p> | <p>Pertaining to all data and information an educator preparation program must submit to TEA.</p> |
| <p>10. Proactive instructional planning techniques throughout the coursework for candidates and across content areas and inclusive practices for all students, including students with disabilities, throughout coursework and clinical experience for candidates (TEC §21.0443(b)(1) and (2))</p> | <p>Pertaining to coursework and training provided to candidates on proactive instructional planning techniques and inclusive practices for teaching all students, including students with disabilities.</p> |

The proposal is reviewed by several TEA staff members who hold extensive discussions with the applying entity to ensure compliance with the SBEC rules. The ResponsiveEd 180 EPP application meets the minimum requirements for approval by the SBEC. The attachment includes an Executive Summary that describes how the program will meet each of the SBEC-required components for program approval.

TEA staff members, Lorrie Ayers, and Irene Chacon conducted a pre-approval site visit on February 16, 2023, and found that the applicant complied with the provisions of 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, and Chapter 228, Requirements for Educator Preparation Programs, that govern approval of educator preparation programs.

Representatives from ResponsiveEd 180 EPP will attend the April 28, 2023 SBEC meeting and will address the Board's questions related to their application as needed.

Certifications Requested:

- Core Subjects w/Science of Teaching Reading EC-6
- Mathematics 4-8
- Science 4-8
- English as a Second Language Supplemental

Anticipated Enrollment Start Date: January 1, 2024

Anticipated Number of Educators for the First Year: 20

Cost of the Program per Participant: \$5,745

PUBLIC AND STUDENT BENEFIT: The addition of this new educator preparation program will increase the number of qualified certified educators in Texas.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

Approve ResponsiveEd 180 EPP as a new educator preparation program as presented.

Staff Members Responsible:

Lorrie Ayers, Director, EPP Management

Attachment:

Executive Summary for ResponsiveEd 180 Educator Preparation Program

ATTACHMENT**Executive Summary****Introduction**

ResponsiveEd 180 Educator Preparation Program (EPP), at 1301 Waters Ridge, Dr., Lewisville, TX, seeks approval to certify ResponsiveEd's Texas College Preparatory Academies (TCPA) charter school teachers across the state. Texas Education Agency (TEA) noted that teachers are their top priority saying, "The state must place increasing effort into recruiting, developing, and retaining a diverse group of professional Teachers." Charter schools hold a unique ability to employ non-traditional teachers who bring a diverse skill set into the classroom. It is our goal to harness these skills and create a pipeline of certified teachers to address current classroom needs and shortages. Using evidence-based strategies, we will prepare candidates to provide effective instructional delivery that supports positive student outcomes. This program will implement a cohort model designed for working adults to complete comprehensive online coursework complemented by in-person coaching and cohort collaboration sessions, and two weeks of on-campus experiences within TCPA classrooms. This unique structure will create a multi-tiered network of support, through collaboration between the EPP, Teacher Induction Program, and the ResponsiveEd Academic team, allowing us to directly respond to the need for high-quality educators in Texas. The program anticipates enrolling 20 candidates for the January 2024 cohort with a cost of \$5,745 per candidate.

Component 1: Governance of Educator Preparation Programs

ResponsiveEd, a charter operator for over 20 years, will partner with TCPA to certify teachers through an Alternative Certification Program providing at-risk students with skilled practitioners. The EPP advisory committee (AC) of seven members from across the state represent TCPA campuses, Institutions of Higher Education (IHE), Education Service Centers, and the community, and meets semi-annually to discuss program updates. TCPA and EPP leadership collaborated to identify potential members, email invitations to explain the AC's purpose, roles, responsibilities, and initial meeting information. AC meetings are held virtually, and three meetings have occurred to date, with the next meeting scheduled for May 2023.

Component 2: Admission Criteria

Applicants will be recruited through internal ResponsiveEd networks, career fairs, social media, and the program website which details admission and program completion requirements. The program's application supports the determination of an applicant's eligibility (i.e., basic skills, English language proficiency). Each applicant's writing sample is scored on a rubric and their transcripts are reviewed for IHE accreditation status or foreign evaluation, credit hour requirements by certification area, and minimum grade point average (GPA) of 2.75. Eligible applicants then participate in a phone screening interview, scored on a rubric, to evaluate program essential traits. Formal offer of admission letters with a statement of understanding must be signed and returned within 5 business days by applicants being offered admission to the program. Admission records and evidence of completion will be securely retained for five years.

Component 3: Educator Preparation Curriculum

Educator standards for Core Subjects with Science of Teaching Reading (STR) EC-6, Mathematics 4-8, Science 4-8, and English as a Second Language (ESL) Supplemental are incorporated into the program curriculum through online coursework, in-person training, and performance-based assessments (PBAs). All program components align with the Texas Educator Standards, incorporate educators' code of ethics and digital learning, and address

curriculum requirements. Candidates' proficiency is determined using standards-based rubrics associated with performance screens and PBAs. Candidates engage in authentic learning to create, develop, and implement knowledge and skills acquired through the program coursework and interactive, in-person collaboration and coaching. The program partnered with The New Teacher Project (TNTP) on foundational aspects, adapted TNTP-authored courses, created PBAs, and authored additional online and blended courses to ensure the fulfillment of knowledge and skill mastery.

Component 4: Delivery & Ongoing Support

The hybrid, 18-month program includes online components (approximately 50%), face-to-face sessions, a six-week pre-service training, and a yearlong internship. Candidates complete a total of 308-321 hours of coursework based on the certification area. Prior to a year-long internship, candidates complete five hours of virtual field-based experiences (FBEs), 30 hours of FBE, including 15 interactive hours and 15 observation hours, and 20 hours of additional program-required activities on a TCPA campus. Mentor teachers and field supervisors are trained locally in their responsibilities including coaching, observing, and mentoring teacher candidates prior to interaction with program interns. Field supervisors also receive statewide training. Field supervisors will work directly with campus staff and mentor teachers and provide written documentation and feedback after each of the five required candidate observations. Quality Matters (QM) was used to meet the online delivery requirement for the program's online coursework. All program courses have been QM-certified as Continuing and Professional Education courses. The program will verify time-on-task and completion of coursework using the Canvas grade book to assess course content completion and mastery. EPP candidate records will be securely retained for 5 years. Program staff will provide technical and instructional support to candidates throughout the program.

Component 5: Candidate and Program Evaluation

Candidates are continually monitored for proficiency in the standards through assignments and PBA evaluations, test preparation, and observation scores. Content pedagogy testing is approved when a candidate is fully enrolled, completes test preparation, and scores 85% or better on the practice exam. For PPR exam approval, candidates must complete the required coursework, the first half of the internship, test preparation, and score 85% or better on the practice exam. Candidate satisfaction surveys, program and course evaluations, recruitment/selection data, mentor feedback, TEA-administered surveys, program benchmark and performance data, and TExES exam results will be collected to evaluate each candidate's progress in the program. Program staff, along with mentors, field supervisors, and the advisory committee will evaluate the candidates and the program at large reflecting on and incorporating evaluation findings for continuous improvement as it aligns to state expectations.

Component 6: Professional Conduct

Program candidates and instructors must sign a form acknowledging that they have read and will adhere to the program requirements and the Texas Educator's Code of Ethics.

Component 7: Complaints Process

Candidates are encouraged to discuss issues with the program staff for a swift resolution. Candidates may initiate a formal grievance process by filing a written complaint form with the program. Level One complaint forms must be filed within ten days, if the relief requested at Level One is not received, they may request an appeal with the Executive Director. If a candidate is not satisfied with the complaint process or outcome, they may file a complaint against the EPP with the Texas Education Agency. This information can be found in the program handbook, online Candidate Portal, physical offices, and website.

Component 8: Issuance of Certificates

Intern Certificates are recommended after candidates complete all program coursework and training requirements, 55 hours of FBE and additional program-required activities, pass the content pedagogy exams, and are hired within the TCPA charter district in their certification area. Candidates that are making progress may be eligible for a probationary certificate if needed. Standard Certificates are recommended for candidates who complete all program coursework and training requirements, a year-long internship, are recommended for certification by the field supervisor and campus supervisor, and pass the required pedagogy exam.

Component 9: Accuracy of Data Reporting

The program assures that we will follow all rules on state and federal reporting.

Component 10: Candidate Training & Support on Inclusive Practices for Students with Disabilities

The program has incorporated training and support of inclusive practices throughout the blended coursework and across content areas. This instruction and application occur during the online course modules, instructor-led and cohort collaboration sessions, field-based experiences, and additional program-required activities on a TCPA campus and is evaluated through assignments, PBAs, Pre-Service Performance Screen, and field supervisor observations scored on the EPP Core Rubric during the internship. Candidates practice the planning and application of inclusive instruction and intervention practices for all students through the program's utilization of culturally responsive lesson planning, *Teach Like a Champion* techniques, effective teacher skills, and performance areas of the EPP Core Rubric.