

Item 18:

Discussion of Proposed New Teacher Residency Certificate and Appointment of Standards Advisory Committee

DISCUSSION ONLY

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss creating a new Teacher Residency certificate, and to discuss appointing a Standards Advisory Committee to recommend standards for the Teacher Residency certificate.

STATUTORY AUTHORITY: The statutory authority for proposed new 19 TAC Chapter 237 is Texas Education Code (TEC), §§21.003(a); 21.031; 21.040(2); 21.041(a) and (b)(1), (2), and (4); 21.044(a)-(f) and (f-1), 21.048(a), and 21.050(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, charges the SBEC with regulating and overseeing all aspects of the certification, continuing education, and standards of conduct for public school educators to ensure that all candidates for certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.

TEC, §21.040(2), 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 board.

TEC, §21.041(a), authorizes the SBEC to adopt rules as necessary to implement its 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) and (4), require the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates, and the requirements for the issuance and renewal of an educator certificate.

TEC, §21.044(a)-(f), requires SBEC to make rules specifying what each educator is expected to know and be able to do, establishing training requirements that a candidate must accomplish to attain a certificate, and setting out the minimum academic qualifications required for certification. It also specifies certain required training and minimum academic qualifications for certification.

TEC, §21.044(f-1), specifies that the SBEC must allow all observations for candidates for certification in a class other than classroom teacher to be conducted virtually.

TEC, §21.048(a), requires the SBEC to make rules that prescribe certification examinations for each class of certificate.

TEC, §21.049, requires the SBEC to provide for educator certification programs as an alternative to traditional educator certification programs.

TEC, §21.050, requires that an educator’s bachelor degree be related the curriculum for which they are seeking certification to teach.

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 statutorily required to offer educator preparation pathways that are an alternative to traditional educator preparation programs. 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. SBEC is statutorily required to appoint advisory committee members to recommend standards for each class of certificate.

In recent years, several educator preparation programs (EPPs) have implemented teacher residency programs, in which candidates spend an entire school year in the classroom with a trained, certified teacher. The candidates start out by observing the teacher of record, and gradually take on more and more teaching functions as the year progresses. This co-teaching model gives candidates a whole school year to observe, learn, and practice in a real classroom with an experienced teacher present to offer immediate support and feedback on the candidate’s performance. The apprenticeship-type learning experience gives candidates deep exposure to and extensive practice with pedagogical methods in a real classroom setting before the candidate becomes the teacher of record. It makes a first-year teacher who has completed a residency better prepared, more effective, and more likely to be retained than teachers who enter the classroom with the limited classroom experiences currently required for the traditional and alternative certification routes.

By creating a separate Teacher Residency certificate, the SBEC could distinguish the residency path and the preparation it provides candidates. The SBEC could require only content pedagogy examinations for a Teacher Residency certificate, allowing candidates to become fully certified without taking a pedagogy examination, in recognition of the extensive, hands-on training in pedagogical methods that a candidate receives during a year-long residency. This would create an incentive for both EPPs and candidates, offsetting the increased time and commitment required for year-long residencies. Below is a chart of proposed EPP requirements and candidate qualifications for the Teacher Residency certificate as compared with the requirements currently in place for existing paths to certification:

	Teacher Residency Certificate	Teacher Certificate	
	Teacher Residency Preparation	Traditional Preparation	Alternative Preparation
Coursework Requirement	300 hours of coursework before standard certification. Teacher residency conducted alongside coursework as the culminating practice-based preparation (one-year).	300 hours of coursework before standard certification. Clinical teaching conducted alongside coursework as the culminating practice-based	150 hours of coursework before intern certification, and an additional 150 hours of coursework prior to probationary or standard certification. Internship conducted alongside coursework

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		preparation (14 or 28 weeks).	while teacher of record (one-year).
Practice-Based Experience in a Classroom Setting	<p>Residency with a minimum of 750 hours in total (minimum 3 days per week, minimum 21 hours per week) in a co-teaching setting under the supervision of a qualified host teacher.</p> <p>Teacher resident experiences a full academic year (first and last days of PK-12 school).</p>	<p>14 weeks of full day clinical teaching (approximately 490 hours if 5 days per week, 7 hours per day), or 28 weeks of half-day clinical teaching (approximately 560 hours if 5 days per week, 4 hours per day) under the supervision of a qualified cooperating teacher.</p>	<p>One academic year as the teacher of record under the guidance of a qualified mentor teacher.</p>
Instructional Setting	<p>Teacher resident placement selected in collaboration with the campus or district partner.</p> <p>The teacher resident remains on the same campus for the full residency.</p>	<p>Candidate's placement selected in collaboration with campus or district administrator.</p>	<p>Candidate's placement dictated by district hiring (must align with certification category sought).</p>
Partner Teacher	<p>The EPP and the district and campus leadership co-select and match host teachers to teacher residents.</p> <p>The host teacher must have at a minimum 3 years of experience, have demonstrated that they are an accomplished educator (based on a track record of proficient or exemplary teacher evaluations and evidence of positive impact on student growth), be certified in the certification category for the assignment for which the teacher resident is seeking certification, and have demonstrated a commitment to co-teaching and to coaching and developing others.</p> <p>The host teacher must complete a minimum of 2</p>	<p>The EPP and campus administrator collaboratively assign the candidate to a cooperating teacher.</p> <p>The cooperating teacher must have at minimum 3 years of experience, have demonstrated that they are an accomplished educator (as shown by student learning), and be certified in the certification category for the assignment for which the clinical teacher candidate is seeking certification.</p> <p>The EPP must provide the cooperating teacher with cooperating teacher training, including training in how to coach and mentor teacher candidates, within three</p>	<p>The EPP and campus administrator collaboratively assign the candidate to a mentor teacher.</p> <p>The mentor teacher must have at minimum 3 years of experience, have demonstrated that they are an accomplished educator (as shown by student learning), and be certified in the certification category for the assignment for which the intern candidate is seeking certification.</p> <p>The EPP must provide the mentor teacher with mentor teacher training, including training in how to coach and mentor teacher candidates, within three</p>

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	annual trainings provided by the EPP and district and receive ongoing, job-embedded support. Training must include explicit training in co-teaching strategies and coaching practices.	weeks of being assigned to a clinical teacher.	weeks of being assigned to an intern.
Co-Teaching	The teacher resident must engage in a co-teaching model with a gradual release of instructional responsibility to the teacher resident, with sufficient lead instruction time to practice, receive feedback on, demonstrate proficiency in the educator standards.	There are no requirements regarding co-teaching in clinical teaching assignments. The cooperating teacher must guide, assist, and support the candidate during the candidate's clinical teaching.	The intern is the teacher of record. The mentor teacher must guide, assist, and support the candidate during the candidate's internship.
Field Supervisors	The field supervisor must be certified in (or has substantial experience in) the grade band or core subject category in which the supervision is being provided. They should have at least 3 years of experience in the class in which supervision is provided with evidence that they are an accomplished educator as shown by student learning. Field supervisors must receive training from the EPP in coaching best practices and co-teaching strategies at least annually and attend relevant LEA trainings (as determined by EPP/LEA partnership). Field supervisors are required to engage in ongoing collaboration with district and campus leadership and with the host teacher. This should include at a minimum, monthly meetings with campus	The field supervisor must be currently certified in the class in which supervision is provided or hold a master's degree in the academic area or field related to the certification class. They should have at least 3 years of experience in the class in which supervision is provided with evidence that they are an accomplished educator as shown by student learning. Field supervisors must complete a one-time TEA-approved observation training. Field supervisors must collaborate with the candidate and cooperating teacher during the clinical teaching.	The field supervisor must be currently certified in the class in which supervision is provided or hold a master's degree in the academic area or field related to the certification class. They should have at least 3 years of experience in the class in which supervision is provided with evidence that they are an accomplished educator as shown by student learning. Field supervisors must complete a one-time TEA-approved observation training. Field supervisors must collaborate with the candidate, mentor, and supervising campus administrator throughout the internship.

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	leadership and bi-monthly meetings with host teachers.		
Teacher Resident Coaching	The field supervisor must provide multiple informal observations (at least 15 minutes in duration) to support candidate development, at least 6 times per semester.	The field supervisor provides informal observations as appropriate.	The field supervisor provides informal observations as appropriate.
Formal Observations	<p>The field supervisor must conduct at least 4 formal observations during the residency (two per semester, 45 minutes each). The observations must serve as programmatic performance gates.</p> <p>For each formal observation, the field supervisor must hold a pre- and post-conference with the candidate and provide written feedback (with a copy to the host teacher and supervising campus administrator).</p> <p>Data collected during formal observations must be discussed during governance meetings to inform programmatic continuous improvement.</p>	<p>For a 14-week, full-day clinical teaching assignment, the field supervisor must conduct 3 formal observations (45 minutes).</p> <p>For a 28-week, half-day clinical teaching assignment, the field supervisor must conduct 4 formal observations (45 minutes).</p> <p>For each formal observation, the field supervisor must hold a pre- and post-conference with the candidate and provide written feedback (with a copy to the cooperating teacher).</p>	<p>The field supervisor must conduct 5 formal observations during the internship (45 minutes).</p> <p>For each formal observation, the field supervisor must hold a pre- and post-conference with the candidate and provide written feedback (with a copy to the mentor and supervising campus administrator).</p>
Certification Exam Requirements	<p>The teacher resident seeking certification must pass the aligned content pedagogy exam(s) for their certification category.</p> <p>The teacher resident would not need to pass a pedagogy exam.</p>	A candidate seeking standard certification must pass the aligned content pedagogy exam(s) and pedagogy exam for their certification category.	<p>A candidate seeking intern certification must pass the aligned content pedagogy exam(s).</p> <p>A candidate seeking probationary or standard certification must pass the aligned pedagogy exam.</p>
Evaluation of Teacher	The program must measure teacher resident progress through at least 4	The candidate must demonstrate proficiency in each educator standard	The candidate must demonstrate proficiency in each educator standard

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Candidate Readiness	<p>performance gates (performance tasks and observations) throughout the program, with teacher residents required to demonstrate mastery of prioritized competencies before progressing further in the program.</p> <p>The field supervisor, host teacher, and campus supervisor must recommend the teacher resident for standard certification.</p>	<p>through benchmarks and structured assessments of the candidate’s progress throughout the EPP (no prescribed number or frequency).</p> <p>The field supervisor and cooperating teacher must recommend the candidate for standard certification.</p>	<p>through benchmarks and structured assessments of the candidate’s progress throughout the EPP (no prescribed number or frequency).</p> <p>The field supervisor and campus supervisor must recommend the candidate for standard certification.</p>
Governance	<p>The EPP and district and campus administrators must meet at least quarterly to review data (including candidate performance data) and make programmatic decisions in support of candidate preparation.</p>	<p>The EPP’s overall advisory committee members should include representatives from major stakeholder groups (including district and campus representatives) that assist in the design, delivery, evaluation, and major policy decisions of the EPP. There is no specified frequency for advisory committee meetings.</p>	<p>The EPP’s overall advisory committee members should include representatives from major stakeholder groups (including district and campus representatives) that assist in the design, delivery, evaluation, and major policy decisions of the EPP. There is no specified frequency for advisory committee meetings.</p>

TEA staff has identified two possible ways that the SBEC could implement teacher residencies in rule: create a new certificate class or create a new alternative certification route to a classroom teacher certificate. TEA staff has not had an opportunity to fully vet these options but plans to bring the SBEC a recommendation at the April 2023 SBEC meeting.

If the SBEC were to choose to create a separate Teacher Residency certificate class, TEA staff would recommend creating a new chapter of rules with similar certificate categories within the Teacher Residency certificate class to those that exist within the Classroom Teacher certificate class. The standards for the similar certificate categories of Teacher Residency certificates and Classroom Teacher certificates would likely be the same, though they would be set based on the recommendations of an advisory committee in accordance with TEC, §21.040. TEA staff would also recommend that the classroom personnel assignments in 19 TAC Chapter 231 be proposed for amendment to make Texas Residency certificates qualify for the same course assignments as similar certificate categories of Classroom Teacher certificates.

If the SBEC chooses instead to implement teacher residencies as alternative certification programs creating an alternative route to standard certification under TEC, §21.049, TEA staff will recommend proposing revisions to 19 TAC Chapter 230, Subchapter D to create a new Teacher Residency path to certification. The certificate categories and certification standards would remain the same because the Teacher Residency certificate would be a sub-type of a classroom teacher certificate, like the existing Intern and Probationary certificates. The difference would be that while Intern and Probationary certificates expire and cannot be renewed, the Teacher Residency certificate would be renewable as a standard certificate.

As part of either implementation plan, TEA staff will recommend an amendment to 19 TAC Chapter 228 to create an application process for EPPs to apply and receive SBEC approval to offer the Teacher Residency certificate. The proposed application process would be similar to the current process for adding new certificate classes in 19 TAC §228.10(d)(4), except that EPPs approved to offer Teacher Residency certificates would be subject to a post-approval site visit during the following academic year to ensure that the implementation of the EPP's proposed residency program complies with SBEC rules.

Teacher Residency Standards Advisory Committee

To give SBEC the option to implement teacher residencies as a separate certificate class, TEA staff recommends that the SBEC establish a Teacher Residency Standards Advisory Committee.

TEA staff will seek committee members from the SBEC, legislative staff, professional organizations, educator preparation programs, teacher organizations, and other key stakeholders to ensure a pool of well-qualified candidates for selection. The application period would begin February 13, 2023, and close on March 13, 2023. The application used to recruit and select committee members can be found in Attachment I.

If the SBEC decides to pursue implementing teacher residency certificates, SBEC will have an opportunity at its April 2023 meeting to determine whether to propose a new certificate class or a new alternative certification route. If the SBEC chooses to propose a new certificate class, TEA staff will present a list of potential committee members to the SBEC at the April meeting for the SBEC's consideration. The committee members that the SBEC selects in April will develop the educator standards in alignment with the statutory requirements and provide input on preparation and certification for the new certificate class.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the proposed new rules would be an increase in the short and long-term supply of highly effective educators that are better prepared, more effective, and more likely to be retained in Texas classrooms, leading to better instruction, more stability, and better outcomes for Texas students.

Staff Members Responsible:

Jessica McLoughlin, Senior Director, Educator Quality
Melissa Yoder, Director of Quality Preparation and Staffing
Beth Burkhart, Director of Grow Your Own

Attachments:

- I. Residency Teacher Certificate Standards Advisory Committee Application
- II. Draft Teacher Residency Educator Standards Advisory Committee Timeline

ATTACHMENT I

Teacher Residency Standards Advisory Committee Application

Applicant Information

Name	
School District	
ESC Region	
Name of Current School, University or Program	
Email	
Years of Relevant Experience	
List of current and valid educator certifications (specific grade, content, etc.)	
Ethnicity	
Race	
Gender	
Have you previously served on any TEA Advisory Committees? If so, please list them.	
Please provide your TEA ID (if applicable)	

Role-Related Information

1. Describe how your skills and qualifications are well-suited for this work developing Teacher Residency educator standards, including:
 - a. Description of your background and professional experience in a school district, college/university, and/or educator preparation program.
 - b. List of your most recent student achievement/proficiency data, at the candidate, classroom, and/or campus level.

2. Discuss your vision for developing Teacher Residency certificate educator standards. What impact do you think these standards would have on teacher candidates? Texas classrooms and students?

3. What are the top resources, professional organizations, and/or professional development experiences that have informed your implementation of research- and evidence-based practices in instruction?

ATTACHMENT II**Draft Teacher Residency Educator Standards Advisory Committee Timeline**

Date	Proposed Action
February 13, 2023	TEA staff distributes educator standard advisory committee applications. Application period opens.
March 13, 2023	Application period closes.
April 28, 2023	SBEC opportunity to appoint educator standards advisory committee.
May 1, 2023	Appointed committee members notified.
May 2023	TEA staff host educator standards advisory committee meeting.
July 21, 2023	Committee-recommended standards presented to the Board as proposed rule item.