Item 14:

Discussion and Action Related to Implementation of the Effective Preparation Framework

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) the opportunity to direct Texas Education Agency (TEA) staff to initiate the process of redesigning the educator preparation program (EPP) continuing approval review, developing a vetted list of professional services and technical assistance providers, and updating the Commendation Category 4: Innovative EPP selection process informed by the content of the Effective Preparation Framework. This item also provides the SBEC with an opportunity to continue discussions regarding the Effective Preparation Framework and next steps to support EPP continuous improvement efforts.

STATUTORY AUTHORITY: The statutory authority for educator preparation program quality is the Texas Education Code (TEC), §21.031 and the statutory authority for the continuing approval review processes and preparation program sanctions are TEC, §21.0443 and §21.0451 respectively.

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

FUTURE ACTION EXPECTED: TEA staff anticipates presenting an update to the Board at the September 2023 meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC's mission statement and commitment to quality educator preparation for future teachers is:

SBEC is dedicated to improving student achievement and ensuring the safety and welfare of Texas school children by upholding the highest level of educator preparation, performance, continuing education, and standards of conduct.

In alignment with this mission, the SBEC has been consistently focused on ensuring that future educators across Texas receive high-quality educator preparation, to ensure that Texas teachers are well-prepared to meet the needs of their students. With this focus on upholding the highest level of educator preparation, the SBEC requested that TEA staff and stakeholders develop a framework that distinguishes effective preparation practices that yield improved outcomes for school children, future educators, local school districts, and EPPs. Since Spring 2021, TEA staff has collaborated with the SBEC and stakeholders to develop the Effective Preparation Framework (EPF).

Update on the EPF Development and Stakeholder Engagement

As an outcome of the December 2022 SBEC discussion regarding EPF development, TEA staff named that they would (1) continue to work with stakeholders to further refine the language in the EPF, particularly as it related to feedback provided by the field during the EPF statewide survey, and (2) work with stakeholders to identify potential foundational components of the EPF

to integrate into SBEC rules. During the April 2023 meeting, TEA staff provided a substantive update on both key actions.

Following the April 2023 meeting, TEA staff worked with key stakeholders, including Educator Preparation Stakeholder Group (EPSG) EPF Working Group, to review broader stakeholder comments and update the EPF to streamline content and enhance coherence and organization. The summary of stakeholder engagement to date can be found in Attachment I and the summary of stakeholder input on the EPF can be found in Attachment II. The EPF, reflective of this feedback, can be found in Attachment III.

Discussion of Next Steps to Operationalize the EPF

The SBEC has identified three key functions of the EPF: to build common language related to EPP best practices, to support EPP continuous improvement efforts, and to drive alignment of resources and supports with EPP needs.

During the July 20, 2023 SBEC work session, the SBEC will discuss and provide guidance to TEA staff on potential future rulemaking related to the redesign of the continuing approval review process for EPPs. During the work session, the Board will have the opportunity reflect on current continuing approval review processes, learn more about the Quality Review pilot run by TEA staff in Spring 2023, and engage with a panel of EPPs who have participated in programmatic reviews focused on evaluating program quality for continuous improvement purposes.

If the Board states that it wants to move forward with the Effective Preparation Framework (EPF) as presented, TEA staff will seek directives from the SBEC to operationalize the framework through the following implementation strategies:

- Redesign the Continuing Approval Review process in alignment with the EPF, to provide substantive feedback to EPPs on areas of strength and opportunities for improvement. This could include developing an RFP for a vendor to support the redesign process.
- Develop a vetted list of third-party technical assistance and professional services providers who provide training and support to EPPs aligned with the EPF levers. This vetted list could be used by the TEA when providing training opportunities for EPPs and could be used by the SBEC when leveraging sanctions on an EPP as outlined in 19 TAC §229.5(b) and TEC §21.0451.
- Update the Commendations Category 4: Innovative EPP selection process to identify and recognize programs annually that demonstrate implementation of key EPF actions at the highest levels of quality.

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.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

1. Direct TEA staff to initiate the procurement process for a vendor to redesign and implement the Approval and Continuing Approval Review processes for educator preparation programs in alignment with the Effective Preparation Framework, as presented.

2. Direct TEA staff to develop a vetted list of third-party technical assistance and professional services providers who provide training and support to EPPs in alignment with the levers of the Effective Preparation Framework, as presented.
3. Direct TEA staff to develop an updated process for awarding educator preparation programs the Innovative EPP Commendation in alignment with the levers of the Effective Preparation Framework, as presented.

Staff Members Responsible:
Jessica McLoughlin, Senior Director, Educator Quality
Melissa Yoder, Director, Quality Preparation and Staffing
Ebony Love, Director, EPP Continuous Improvement

Attachments:
I.   Summary of SBEC and Stakeholder Engagement, Feedback, and Guidance for the EPF
II.   Summary of EPF Updates and Feedback
III. Effective Preparation Framework

ATTACHMENT I

Summary of SBEC and Stakeholder Engagement, Feedback, and Guidance for the EPF

Stakeholder Engagement, Feedback and Guidance for the EPF: In discussions around the development of the EPF, members of the SBEC have 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.

Members of the SBEC, EPSG and their respective professional organizations and EPP colleagues, EPSG's EPF Working Group, Educate Texas' Educator Preparation Regulatory Committee, EPPs who received commendations, and EPPs representing Texas' diverse landscape have provided feedback and guidance to develop the EPF. The feedback and guidance that have been collected to date can be found below.

SBEC Member Feedback and Guidance	SBEC members provided TEA staff with the following feedback and guidance: • Include a diverse set of stakeholders in the development and feedback processes to ensure that those stakeholders have the necessary expertise in educator preparation program best practices • Ensure that the framework allows programs multiple pathways to quality, take into account local context, and is applicable to both traditional and alternative certification programs • Identify the role(s) the framework could serve in fostering stronger collaboration between local education agencies (LEAs) and EPPs and providing insight for LEAs into program quality • Leverage the framework for the SBEC and the field at large to use the framework for both recognition of high performing programs and support for program continuous improvement • Leverage the framework for EPPs to shift from a focus on compliance to continuous improvement
EPSG and EPSG's EPF Working Group Discussions	May 2021 EPSG meeting: The members of the EPSG 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. After the meeting, TEA staff organized the characteristics into five components. The components are: (1) Admission, (2) Curriculum and Coursework, (3) Training, Supervision, and Support, (4) P-12 Partnerships, and (5) Assessment and Evaluation. August 2021 EPSG meeting: TEA staff shared the five components and associated characteristics with EPSG members to review and provide additional input and specificity. January 2022 EPSG meeting: TEA staff shared the draft for an Effective Preparation Framework that had been conducted by the Teacher Preparation Regulatory Committee (TPRC). The framework included 3 key areas and associated essential actions that reflect high-quality practices for educator

	preparation (see row below for more information). TEA staff asked members of the EPSG to bring both drafts (EPSG's draft components and characteristics and TPRC's draft framework) to their professional organizations and colleagues to solicit additional feedback. February 2022 EPSG meeting: TEA staff discussed the opportunity to organize an Effective Preparation Framework working group. The working group would be comprised of EPSG members who indicated an interest in reviewing stakeholders' feedback, synthesizing feedback, proposing additional and/or refining components, and sharing findings with the broader EPSG membership at subsequent EPSG meetings. After the meeting, a survey was shared for EPSG members to indicate their interest in participating in the working group. May 2022 EPSG meeting: EPSG members reviewed the feedback summary for each component (i.e., Admissions; Curriculum and Coursework; Training, Supervision, and Support; P-12 Partnerships; and Assessment and Evaluation) that was collected by EPSG members' stakeholder groups and provided additional feedback. June - September 2022 EPSG's EPF Working Group meeting: EPF working group members spent focused time to: • discuss the research and resources for the EPF; • review synthesized feedback collected; and • use the feedback to revise the EPF components. August 2022 EPSG meeting: EPSG members received an update for the development of the EPF, and members from the EPF working group shared their perspectives and appreciation for the collaborative effort to develop a framework that represents quality, research-based practices for Texas' EPPs. March 2023 EPSG members reviewed the results of the statewide survey results and reviewed the reorganization of the EPF levers and reviewed the new lever 1 – EPP Learning and Leadership. March 2023 ESPG Working Group meeting: EPF Working Group members spent focused time to: • walk through the reorganization of EPF levers and provided feedback • review the new Lever 1: EPP Leadership and Planning and provided feedback • identify foundational actions within the EPF to integrate into Ch. 228 May 2023 ESPG Working Group meeting: Members provided final feedback on the framework draft
Teacher Preparation Regulatory	August 2021 – November 2021 meetings: Educate Texas organized a Teacher Preparation Regulatory Committee to review and expand on EPSG's draft components of the EPF. Using research to support the

Committee Discussions	expansion of EPSG's draft components, the committee identified 3 key areas in which EPPs' best practices/essential actions relate to: (1) Curriculum (2) Training and Support, and (3) Progress Management and Candidate Development.
EPP Feedback Sessions	August 11, 2022: Representatives from 22 EPPs that had been awarded commendations participated in the EPP feedback session August 15, 2022: Representatives from 19 EPPs, reflective of the various regions across Texas, participated in the feedback session. In both sessions, the EPP representatives examined each of the EPF's levers and their respective essential actions and key practices. Additionally, EPP representatives provided feedback by addressing the following questions: (1) Taking a step back and reviewing all components of this lever, what resonates for you (e.g., must-have; reflects high-quality evidence-based practices for ed prep; will promote and support continuous improvement across the ed prep landscape)? (2) What feels misaligned with your practices or missing? (3) What guidance, resources, and/or support would be helpful to inform your program's continuous improvement efforts?
EPF Statewide Surveys	October 2022: TEA staff distributed the statewide EPF Content Validation Survey to all EPP Legal Authorities and Backup Legal Authorities for distribution to their faculty and staff. TEA staff shared the results of the survey during the December 2022 SBEC meeting, and the results informed further refinement of framework content. April 2023: TEA staff posted the updated draft of the EPF to the TEA website with a call for final feedback on framework content. TEA staff will share the results of the final feedback window during the July 2023 SBEC meeting.

Attachment II

Summary of Feedback and Updates to EPF

At the December 2022 SBEC meeting, TEA staff named a common feedback trend surfaced in the EPF statewide survey and during engagement with stakeholders related to the alignment between EPP practices and the practices of school system partners. To support stronger alignment between the EPF and statewide frameworks that define effective school and district practices, TEA staff recommended a reorganization of the EPF levers to match conceptual organization of those frameworks. The reorganization included the consolidation of the "Recruitment and Admissions" and "Progress Management and Candidate Development" levers into a new "Talent Recruitment and Management" lever and the reordering of the remaining levers. In reorganizing the EPF content in alignment with the ESF and EDF, TEA staff and the EPSG Working Group identified a gap in the draft EPF content: an explicit focus on EPP strategic planning, performance management, and continuous improvement practices. With that in mind, TEA staff also recommended the development of a new Lever 1: EPP Leadership and Planning.

The updated draft framework included in Attachment VI is reflective of the proposed addition of Lever 1: EPP Leadership and Planning, as well as the reordering of and small modifications to the other levers. The framework levers have been organized as follows: Lever 2: Talent Recruitment and Management, Lever 3: P-12 Partnerships, Lever 4: Curriculum, and Lever 5: Instruction and Support. As noted in the description of stakeholder engagement, support was provided by the EPSG Working Group to develop the new Lever 1 and to improve the framework's clarity and alignment by consolidating and moving some essential actions and key practices to more clearly communicate the intent of the corresponding lever.

While making these proposed modifications, several essential actions demonstrated some redundancy of key concepts, and, as a result, some of those actions have been merged for consolidation. Changes have been proposed in Levers 2-5 to ensure that each essential action communicates a unique and high leverage action, along with the most impactful key practices. A few recommendations from the EPSG Working Group in May 2023 include:
- Ensure there is alignment between the Curriculum lever and the Instruction and Support lever, particularly related to the inclusion of practice.
- Include an essential action focused on the implementation of the strategic plan.
- Include "in a clinical teaching setting" to specify the pre-service practice setting in Lever 5, Essential Action 6.

Additionally, edits have been made to the draft framework to provide greater clarity and/or specificity and to align to language used in Chapter 228 rule. Two of these recommendations include:
- Clarify 'practice-based experiences': Throughout the draft, all practice-based experiences were referred to broadly as "practice-based experiences". Recommendations include providing further description of the types of experiences, including field-based experiences, rehearsals, and pre-service practice in a PK-12 setting.
- Define teacher performance thresholds as 'proficient': The framework called for demonstration of 'proficiency' and 'mastery' and therefore lacked language consistency throughout or as compared other tools (T-TESS) and rule text in Chapter 228 pertaining to teacher preparation program requirements.

ATTACHMENT III

Effective Preparation Framework

Effective Preparation Framework

Background: The State Board for Educator Certification (SBEC) and a wide range of stakeholders have shared a consistent desire to define a Texas vision for high-quality educator preparation and support Educator Preparation Programs (EPPs) to improve the quality of their preparation program. In the summer of 2021, the SBEC charged TEA staff with developing a framework to support this vision. That fall, TEA worked with Educate Texas to convene the Texas Teacher Preparation Regulatory Committee, made up of over twenty (20) practitioners from around the state to develop an initial draft Effective Preparation Framework (EPF) based on recommendations from SBEC's Educator Preparation Stakeholder Group (EPSG). The EPSG has convened on numerous occasions from 2021-2023, continuing to engage diverse stakeholders, including a wide range of EPPs, to refine and strengthen the EPF.

Goal: The goal of the EPF is to support EPP continuous improvement through the development of a shared vision for high-quality educator preparation in Texas. It is grounded in evidence-based best practices in educator preparation, in Texas, that lead to the development of well-prepared teacher candidates who are equipped to engage and support the diverse population of students in Texas.

Structure: The EPF consists of five foundational **LEVERS** that EPPs pull to ensure that novice teachers are well-prepared and have demonstrated the knowledge and skills necessary to improve the performance of the diverse student population of Texas: EPP Leadership and Planning, Talent Recruitment and Management, P-12 Partnership, Curriculum, and Instruction and Support. The levers work together as an integrated whole. A set of **ESSENTIAL ACTIONS** for each lever describe what the most effective EPPs do to support powerful educator preparation, and for each essential action, **KEY PRACTICES** define high-level performance with specificity.

EPP Leadership and Planning

Develops, implements, monitors, and continuously improves program systems and structures aligned to the program's vision, mission, guiding principles, and strategic plan.

Essential Action 1: Vision, Mission, Guiding Principles

1. **Program establishes a vision, mission, and guiding principles for educator preparation with all key stakeholders including the EPP, partnering district(s), and community organizations.**

    1.1. Establishes a vision for teacher candidate success and a compelling mission that is informed by teacher candidate, faculty and staff, and community needs.
    1.2. Establishes guiding principles and commitments to foster mindsets and operating norms centered on continuous improvement to achieve the program's vision.
    1.3. Consistently partners with key internal and external stakeholders (i.e., district partners, key organizational leadership, teacher candidates and alumni etc.), for feedback and support to build commitment to the program's vision, mission, and guiding principles.
    1.4. Consistently communicates and reinforces the vision for teacher candidate success, mission, and programmatic guiding principles with key internal and external stakeholders.

Essential Action 2: Strategic Planning

2. **Program develops and refines a multi-year strategic plan with high-leverage strategies to support the achievement of vision-aligned goals.**

    2.1. Engages key internal leadership and external partners to develop multiyear top-line goals centered on teacher preparation quality, using baseline data as a starting point.
    2.2. Articulates strategic priorities in a coherent theory of action to accomplish the vision for teacher preparation.
    2.3. Develops a roadmap for key systems that will enable the execution of the theory of action for accomplishing the vision and aligned goals.
    2.4. Develops a multi-year strategic plan that is aligned to the key strategies and theory of action and supported by program leadership and key stakeholders.

Essential Action 3: Implementation, Monitoring, and Reflection

3. **Program consistently implements, monitors, and reflects on progress towards goals and leading actions within the strategic plan.**

    3.1. Provides access to, training on, and integration of data systems in practice for all preparation program staff and faculty and prioritizes the ongoing collection of reliable, leading, formative measures.
    3.2. Implements key strategies aligned to the topline goals and their timebound objectives with fidelity.
    3.3. Measures timebound objectives that support prioritized goals, including performance relative to intended priority outcomes.
    3.4. Monitors progress toward goals related to coherence and successful implementation of partnership practice, talent recruitment and management, curriculum, and training, and instructional and support.
    3.5. Establishes performance routines that strengthen the practice of individual faculty and staff to address and achieve prioritized outcomes.

Essential Action 4: Continuous Improvement Practices

4. **Program demonstrates a programmatic-wide commitment to continuous improvement in mindsets, practices, and enabling conditions and systematic collection, analysis, and use of data to make programmatic decisions.**

    4.1. Defines clear roles and responsibilities for monitoring the quality of the teacher preparation program, including monitoring the efficacy of data review practices.
    4.2. Conducts a regular analysis of key data points relating to programmatic goals, with LEA partners, to make decisions and apply support to improve teacher candidate outcomes and program quality.
    4.3. Provides ongoing and responsive training, feedback, and support to program faculty and staff to improve program practices that address objectives and goals for teacher candidate success (i.e., teacher educator pedagogy for practice-based preparation, effective coaching and feedback practices, etc.)
    4.4. Regularly monitors and performance manages the organizational approach to continuous improvement for its utility and efficacy to improve and reach intended programmatic outcomes.

Talent Recruitment and Management

Strategically recruits, selects, supports, and retains teacher candidates through successful completion of the preparation program.

Essential Action 1: Admission Standards

1. **Program's admission standards are rigorous and fair, requiring teacher candidates to show potential and/or fit for the teaching profession.**

    1.1. Aligns admission standards with the program's vision, mission, and guiding principles, and ensures standards reflect high expectations for the teaching profession.
    1.2. Uses multiple measures (i.e., screening tools, standardized test scores, pre-selection GPA, essays, interviews, micro-teaching auditions, resumes, work experience, and dispositional surveys) in its admission process that require teacher candidates to demonstrate potential and/or fit for teaching.

Essential Action 2: Recruitment and Selection

2. **Program teacher candidate recruitment and selection decisions are informed by the needs of partner school(s) and LEAs.**

    2.1. Uses state, district, and partnership data to set goals for recruitment and selection of teacher candidates that address LEA partners' teacher quality needs and shortage areas (i.e., subjects, grade levels, school settings) and reflect the student demographics of partner LEAs and schools.
    2.2. Implements specific strategies (i.e., financial assistance, academic support, flexible schedules) to attract teacher candidates for high needs and/or shortage areas in their local and partner districts.
    2.3. Recruits and selects teacher candidates based on a set of normed criteria and offers counseling and support for prospective teacher candidates to consider preparation in areas of need as identified by partner LEAs and schools.
    2.4. Collects data, reflects, and adjusts their efforts to recruit, select, and support teacher candidates that meet partner(s) needs and reflect the communities in which they will serve.

Essential Action 3: Demonstration of Teacher Candidate Proficiency

3. **Program provides teacher candidates with regular opportunities to demonstrate proficiency of priority competencies, including knowledge and skills aligned to the Texas Essential Knowledge and Skills (TEKS), Texas Teacher Standards, Educator Code of Ethics, certification exam frameworks, and applicable teacher evaluation systems.**

    3.1. Designs and/or adopts evaluation instruments to measure the proficiency of practice-based knowledge and skills to reflect the iterative process for teacher candidate development.
    3.2. Consistently assesses teacher candidates using valid, reliable, fair, calibrated, and consistent evaluation instruments to monitor progress toward priority competencies.
    3.3. Establishes quality monitoring benchmarks throughout the program to evaluate teacher candidate performance so that early support and intervention efforts may be implemented.
    3.4. Uses multiple, varied measures (e.g., formative, performance, competency-based) to assess teacher candidate progress and provide continuous improvement opportunities for teacher candidates.
    3.5. Designs and implements intervention plans that include targeted and defined supports that address challenges and growth opportunities for teacher candidates based on data from regular progress monitoring benchmarks.

P-12 Partnership

Builds and maintains strong, collaborative partnerships with LEAs by establishing a shared vision, mutual accountabilities, and ongoing governance practices to produce well-prepared beginning teachers ready to meet the partner's needs.

Essential Action 1: Program-LEA Partnership Structures

1. **Program establishes formal partnerships with LEAs that include collaborative teacher candidate recruitment, training, placement, hiring, and support for new teachers.**

    1.1. Establishes an articulated partnership agreement that includes data-informed shared vision and goals, areas of mutual interdependence, and detailed roles and responsibilities.
    1.2. Collaboratively select schools with LEA partners for all practice-based experiences, focusing on supporting prioritized.
    1.3. Codifies high-quality mentor teacher selection criteria (i.e., effective practitioners, proficient coaches) with LEA partner and co-selects high-quality mentor teachers.
    1.4. Embeds high-quality faculty and staff within the LEA partner sites who consistently support, coach, and evaluate teacher candidates.
    1.5. Aligns preparation curriculum and training with LEA partner curricular materials and coaching protocols.
    1.6. Requires faculty and staff to engage in training aligned with the program and LEA partners' instructional priorities to ensure the program's goals, instruction, teacher candidate evaluation tool(s), and coaching practices are aligned with those of their partner LEA.
    1.7. Provide targeted, personalized support for teacher candidates' transition to induction with LEA partners and long-term coaching to support new teachers' professional goals and growth in their early years of teaching.

Essential Action 2: Collaborative Governance

2. **Program and LEA partner engage in ongoing collaborative governance structures that include exchanging data and information to plan, monitor, and improve partnership activities that support teacher candidates.**

    2.1. Systematically collects reliable teacher candidate performance data, K-12 partnership feedback, faculty performance data, and teacher candidate outcomes data that informs and fosters partnership activities to support new teachers.
    2.2. Analyzes and uses in the aggregate (i.e., for a cohort of teacher candidates, for a given school site, etc.) and disaggregate (in ways that are appropriate for the program) data to assess the quality of the program and partnership.
    2.3. Creates data-informed partnership action plans with measurable goals and monitors ongoing progress that supports teacher candidates' professional growth.

Curriculum

Designs standards-aligned curriculum that integrates meaningful practice-based experiences and builds candidates' skills to meet the need of all students.

Essential Action 1: Standards-Aligned Curriculum

1. **Program develops standards-aligned curriculum grounded in research-informed, evidence-based, and standards-based instructional practices for various learning environments.**

    1.1. Purposefully sequences to build from basic skills to more complex ones and reflects the iterative nature of learning to be an effective teacher.
    1.2. Prepares teacher candidates in the foundations of instructional delivery, supporting them to adapt, plan and/or internalize, and deliver lessons that are standards-based, data-informed, relevant, and differentiated to engage and support all students.
    1.3. Prioritizes teacher candidate development in the highest leverage instructional practices (i.e., use of formative and summative assessment practices, student questioning, etc.) to provide engaging, differentiated, and rigorous instruction that improves student outcomes.
    1.4. Uses relevant and rigorous subject matter content grounded in the TEKS to promote teacher candidate development in the highest leverage instructional practices and content-specific pedagogy.
    1.5. Builds teacher candidates' curriculum and assessment literacy by developing their awareness, understanding, and use of high-quality K-12 instructional materials and aligned assessments.
    1.6. Integrates ethical and professional standards that support teacher candidates to become ethically responsible, collaborative, student-centered educators through reflection and professional growth.

Essential Action 2: Integration of Practice-Based Experiences in Curriculum

2. **Program integrates intentional practice-based experiences throughout the curriculum and embeds meaningful opportunities for teacher candidates to practice skills via analysis, representation, and enactment of teaching.**

    2.1. Includes integrated opportunities for practice in increasingly more authentic and developmentally rigorous ways throughout the curriculum, including analysis (i.e. examining teaching/instruction), representations (i.e. role-play/engagement with illustrations of instruction), and enactments (i.e. teaching) of instructional pedagogies, and includes opportunities for teacher candidates to self-reflect, ask questions, and adjust practice based on feedback from field supervisors, mentor teachers, and campus leadership.
    2.2. Includes structured opportunities to practice curriculum-based lesson planning/internalization, delivering instruction, and administering and analyzing assessments using high-quality K-12 instructional materials.
    2.3. Structures early practice-based experiences, such as field-based experiences, to provide teacher candidates with opportunities to work with diverse student populations in multiple classrooms across the grade bands for which they are seeking certification.
    2.4. Scaffolds pre-service practice opportunities to include co-teaching and a gradual release of instructional responsibility to the teacher candidate over time and as they demonstrate proficiency in key competencies.

Essential Action 3: Coursework on Meeting the Needs of All Students

3. **Program designs the curriculum to effectively prepares teacher candidates to meet the academic and developmental needs of all students.**

    3.1. Develops teacher candidates' understanding of, and application of principles from, the cognitive and developmental needs of all students.

3.2. Includes evidence-based practices for building positive relationships with students and families to develop a comprehensive understanding of their prior academic learning and assets (i.e., strengths, individual experiences, interests, and culture).

3.3. Includes evidence-based practices for providing safe, supportive, inclusive, and academically challenging learning environments.

3.4. Prepares all teacher candidates to understand and use evidence-based practices to meet the needs of emergent bilingual students, multilingual learners, gifted learners, and students who receive special education services or with a 504 plan.

Instruction and Support

Structures meaningful, integrated practice-based experiences throughout the preparation program and provides ongoing opportunities for coaching, development, and continuous improvement of teacher candidates, program faculty and staff, and LEA partners.

Essential Action 1: Faculty/Instructor Professional Development and Support

1. **Program establishes expectations and systems for data-informed training of their faculty/instructors and staff to meet the needs of their teacher candidates and the school communities in which they serve.**

    1.1. Provides training and ongoing calibration for faculty/instructors and staff on teacher candidate observation, feedback and coaching and teacher candidate evaluation.
    1.2. Provides ongoing professional development on research-based practices to include but not limited to co-teaching, curriculum literacy, assessment literacy, and teacher educator pedagogy such as practice-based preparation experiences.
    1.3. Consistently examines and uses data to inform, train and provide individualized feedback and support for their faculty/instructors and staff.

Essential Action 2: Design of Competency-Driven Practice-Based Experiences

2. **Program designs practice-based experiences to ensure that teacher candidates meaningfully practice and demonstrate proficiency in priority teaching competencies throughout their preparation experience.**
    2.1. Structures early practice-based experiences, such as field-based experiences, to provide teacher candidates with opportunities to work with diverse student populations in multiple classrooms across the grade bands for which they are seeking certification.
    2.2. Structures early practice-based experiences to include sheltered practice opportunities such as but not limited to analysis (i.e., examining teaching/instruction), representations (i.e., role-play/engagement with illustrations of instruction), and enactments (i.e., teaching) of instructional pedagogies.
    2.3. Structures practice-based experiences to include opportunities to develop foundational curriculum literacy to include curriculum-based lesson internalization, delivering instruction, and administering and analyzing assessment.
    2.4. Scaffolds pre-service practice opportunities to include co-teaching alongside a mentor teacher and a gradual release of instructional responsibility to the teacher candidate over time and as they demonstrate proficiency in foundational teacher competencies.

Essential Action 3: Implementation of Competency-Driven Practice-Based Experiences

3. **Program delivers coherent practice-based experiences aligned to the curriculum, the Texas Teacher Standards, and the program's teacher competency framework.**
    3.1. Incorporates practice-based experiences that are explicitly tied to program curriculum and competencies.
    3.2. Scaffolds practice-based experiences and provides teacher candidates with opportunities to apply learning from the program curriculum throughout their entire preparation experience, including but not limited to analysis (i.e., examining teaching/instruction), representations (i.e., role-play/engagement with illustrations of instruction), and enactments (i.e., teaching) of instructional pedagogies.
    3.3. Coaches and monitors teacher candidate development aligned to the program curriculum and competencies and assesses teacher candidate content knowledge, pedagogical skills, dispositions, and professionalism throughout practice-based experiences.

Essential Action 4: Mentor Teacher Training

4. **Program ensures that teacher candidates are supported and coached by trained, highly effective mentor teachers.**
   4.1. Trains mentor teachers on policies and practices of the program and establishes structures to support the mentor's ability to co-teach with and coach the teacher candidate.
   4.2. Provides training on the candidate evaluation tool and process and on-going calibration opportunities between the mentor teacher, the field supervisor and relevant campus leadership.
   4.3. Establishes clear communication protocols with campus leadership to ensure mentor support structures are implemented and acted upon throughout the course of the teacher candidate's pre-service practice.

Essential Action 5: Formative Coaching Practices

5. **Program provides teacher candidates with regular, actionable formative feedback, coaching, and support during practice-based experiences.**
   5.1. Provides aligned coaching and feedback from multiple supportive personnel that is detailed and supported by evidence, growth-oriented, actionable, and aligned to specific TEKS, teacher competencies, and the educator preparation curriculum.
   5.2. Utilizes a universal observation feedback protocol that guides the candidate to reflect on areas of strength, identify a gap in their own practice and subsequent student learning, create a clear action step to improve practice, plan and practice the skill, and identify their next steps with their coach.
   5.3. Provides written feedback in multiple settings throughout the program (i.e., rehearsals during methods courses, pre-service practice in PK-12 classrooms) and given in a timely manner (i.e., within 48 hours).

Essential Action 6: Yearlong Pre-Service Practice in a Clinical Teaching Setting

6. **Program implements at least a yearlong pre-service clinical practice opportunity for teacher candidates alongside high-quality mentor teachers in settings that are representative of the schools and students they will serve.**

   6.1. Provides pre-service field placement(s) that is jointly selected by the program and LEA partner, informed by partnership goals and agreements, and offer learning environments that are conducive to mastering teacher competencies.
   6.2. Structures pre-service practice that spans at least two complete semesters and includes multiple opportunities for observations, co-teaching, evaluation, and at least one full semester of practice under the guidance of a high-quality mentor teacher.
   6.3. Provides opportunities for teacher candidates to experience the beginning and end of the school year.
   6.4. Collaboratively establishes staffing models with LEA partner that enable sustainable funding of stipends for teacher candidates during their pre-service practice.