Texas EPP Support Webinar

Legislation, Pedagogy Standards, and EPP-LEA Partnerships

Welcome, Educator Preparation Programs!

Objectives

Participants will:

- Review the legislative requirements that drove the revision of the Classroom Teacher Pedagogy Standards.
- Learn about key shifts in the structure and content of the standards.
- Identify how strong partnerships between EPPs and districts can support the implementation of the legislative requirements in the revised standards.

Future standards-related webinar topics:

- **What are the implications for certification exams?**
- **What are the implications for Continuing Approval Review?**
- **Standards deep dives**
- **Integration into curriculum and coursework**

Agenda

5 minutes:	Introduction, Agenda, Objectives
40 minutes:	Legislation Overview (TEA) Key shifts in Classroom Teacher Pedagogy Standards (TEA)
20 minutes:	Strong district and EPP partnerships (Richardson ISD)
20 minutes	Q & A
5 minutes:	Closing and next steps

Texas Education Agency

How has your EPP built or leveraged partnerships with districts to implement legislative requirements?

The SBEC began the process of updating the Educator Standards in July 2023 to support implementation of HB 1605 as well as other new legislative requirements

HB 1605, 88th Legislative Session, Regular Session, 2023 Requirements

- Requires the SBEC to develop training requirements for certification that include demonstration of thorough **understanding of and competence in use of open education resource instructional materials**
- Requires the SBEC to **prohibit EPPs from providing instruction on the use of instructional materials that incorporate the method of three-cueing** into foundational skills reading instruction.

HB 159 , 87th Legislature, Regular Session, 2021, Requirements

- Required the SBEC to establish training requirements for certification to improving training and staff development for primary and secondary educators to enable them to more effectively serve all students.
- The SBEC adopted 228.30(c)(9) requiring EPPs to include in the curriculum for candidates seeking initial certification in any certification class instruction regarding students with disabilities, the **use of proactive instructional planning techniques, and evidence-based inclusive practices**

SB 226, 87th Legislature, Regular Session, 2021, Requirements

- Defined terms “virtual learning” and “virtual instruction” and **provided training requirements for all educators regarding virtual instruction and virtual learning** to ensure that candidates receive instruction in digital literacy best practices related to assessing students receiving virtual instruction, based on academic progress, and developing a virtual learning curriculum.
- SBEC adopted 228.30(c)(8), adding “virtual instruction” and “virtual learning”, as defined in TEC, 21.001, to the list of topics that educator preparation programs must include in their curriculum.

There are two sets of Educator Standards that work together.

Educator Preparation: Ch. 235 Standards (SBEC)

- **Curriculum/Training Requirements**: EPP curriculum must align with the Ch. 235 and Ch. 149 standards
- **Certification Exams**: Measure candidate proficiency in the aligned educator standards
- **Certification Requirements**: Candidates must demonstrate mastery of all educator standards to receive recommendation for certification.
- **Observation Requirements**: Formal observations by field supervisor trained in T-TESS (standards-aligned rubric)

Ongoing Support and Evaluation: Ch. 149 Standards (Commissioner)

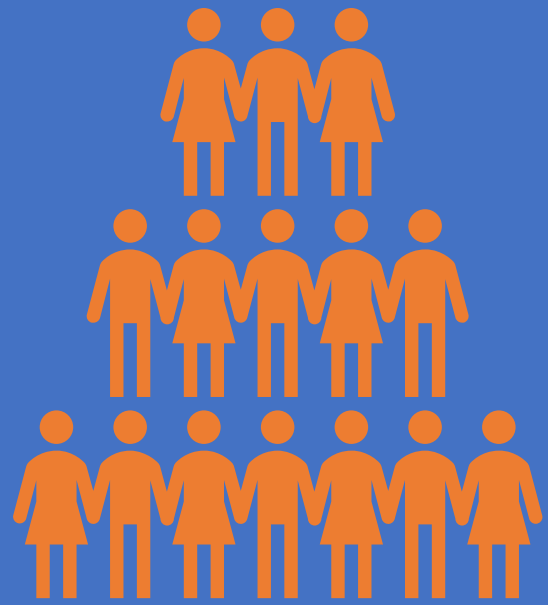
- **Teacher Evaluation:** Evaluation instrument must measure proficiency relative to the Ch. 149 standards – e.g. T-TESS, locally-developed rubric, or other aligned rubric (e.g. Danielson, Marzano, NIET)
- **Coaching:** Teacher coaching and professional development plans informed by performance on evaluation tool
- **Teacher Incentive Allotment:** Teacher coaching and professional development plans informed by performance on evaluation tool

Educator Standards Advisory Committee

(Approved by SBEC in September 2023)

- 168 Applications received for **45 committee member positions** organized into in three subcommittees: *Math, ELAR, and General Pedagogy*

- Selected Advisory Committee Represent:
  - 15 different regions
  - LEAs and Charters
  - IHEs and ACPs
  - ESCs, Nonprofits, and Teacher organizations



Organizations Represented in the Educator Standards Advisory Committee

AAB STEM Education Good Reason Houston

Hutto ISD

IDEA Public Schools

La Vega ISD

Lewisville ISD

Life Schools

Lindale ISD

Magnolia ISD

Mercedes ISD

Midland ISD

New Waverly ISD

Northside ISD

Pflugerville ISD

Port Arthur ISD

ResponsiveEd 180 Educator Preparation Program

Schertz-Cibolo-Universal City ISD

Stephen F. Austin State University

Teach Us

Texas College Preparatory Academies

Texas Council of Administrators

Texas Lutheran University

The University of Texas Rio Grande Valley

TPI-US

Trinity University

University of Houston

University of Texas at Austin

Wylie ISD

Angleton ISD

Ballinger ISD

Belton ISD

Bridgeport ISD

Burleson ISD

Crowley ISD

Donna ISD

Ector County ISD

ESC 19

ESC 8

The draft standards are a result of a collaborative and iterative process.

The standards were informed by:

- Educator Standards Advisory Committee
- SBEC and stakeholder feedback
- **Revised Teacher Pedagogy Standards**

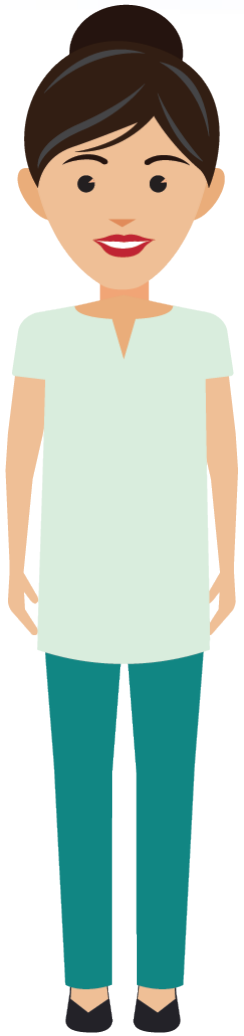
The standards are informed by research and evidence-based practices in:

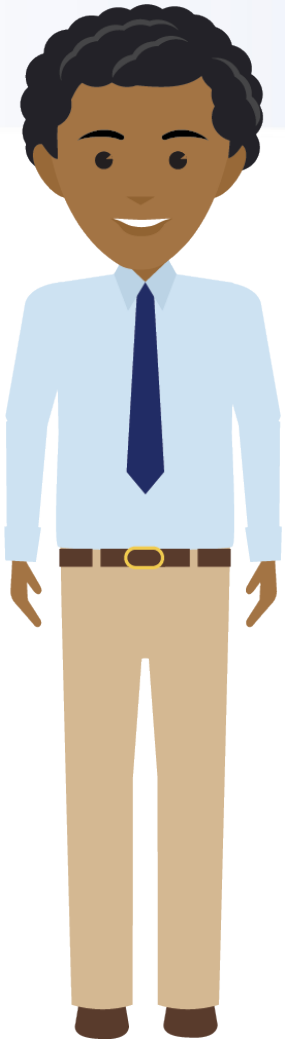
Instructional practices for universal and specific content (ELAR & math)

Educating all students

Skilled use of High-Quality Instructional Materials (HQIM), including Open Education Resource (OER) materials.

New teachers will be ready for their districts on day one.





They will enter the profession prepared to effectively:

Use district-selected high-quality instructional materials.

Apply knowledge of cognitive science to customize materials to meet students' needs.

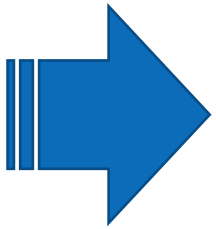
Prepare and implement evidence-based instructional practices to educate all students.

Key Shifts in the Classroom Teacher Pedagogy Standards

Review: Structural Revision to Teacher Standards

Current Standards

1. Instructional Planning and Delivery
2. Knowledge of Students and Student Learning
3. Content Knowledge and Expertise
4. Learning Environment
5. Data-Driven Practices
6. Professional Practices and Responsibilities



Proposed Standards

1. Instructional Preparation
2. Instructional Delivery and Data Driven Practice
3. Content Pedagogy Knowledge and Skills
4. Learning Environment
5. Professional Practices and Responsibilities

First Key Shift in the Educator Standards Under Discussion

1. Explicitly integrating knowledge and use of the Open Education Resource instructional materials (stemming from HB1605 requirements)

Skilled Use of OER

What are the implications for novice teachers?

Integrating knowledge and use of the Open Education Resource instructional materials

Increased understanding of high-quality instructional materials

- Novice teachers will understand how to identify high-quality instructional materials and evaluate materials for quality.

Increased focus on students and student learning.

- Teachers will have the autonomy and knowledge to customize materials to meet the needs of all their students.
- Teachers will use internalization practices to thoroughly prepare for instructional delivery to a unique group of students and identify gaps in content knowledge.

Clarity on the district's role in selecting instructional materials.

- The standards reinforce that teachers should evaluate, internalize, and customize the materials for their use by their district

Second Key Shift in the Educator Standards Under Discussion

Explicitly integrating knowledge and use of the Open Education Resource instructional materials (stemming from HB1605 requirements)

Many Teachers Are Spending Hours Developing Curriculum

Teachers are spending **7 hours per week** developing instructional materials but only have **3.75 hours per week** for planning in their master schedule.

Many Students Are Getting Lessons Not at Grade-Level

A national study examined student classroom work to see if it was on grade-level.[1]

only

17%

of lessons were at grade level (or higher)

TEA reproduced the study methodology with K–5 reading teachers in 26 Texas school systems.

only

19%

of lessons were at grade level (or higher)

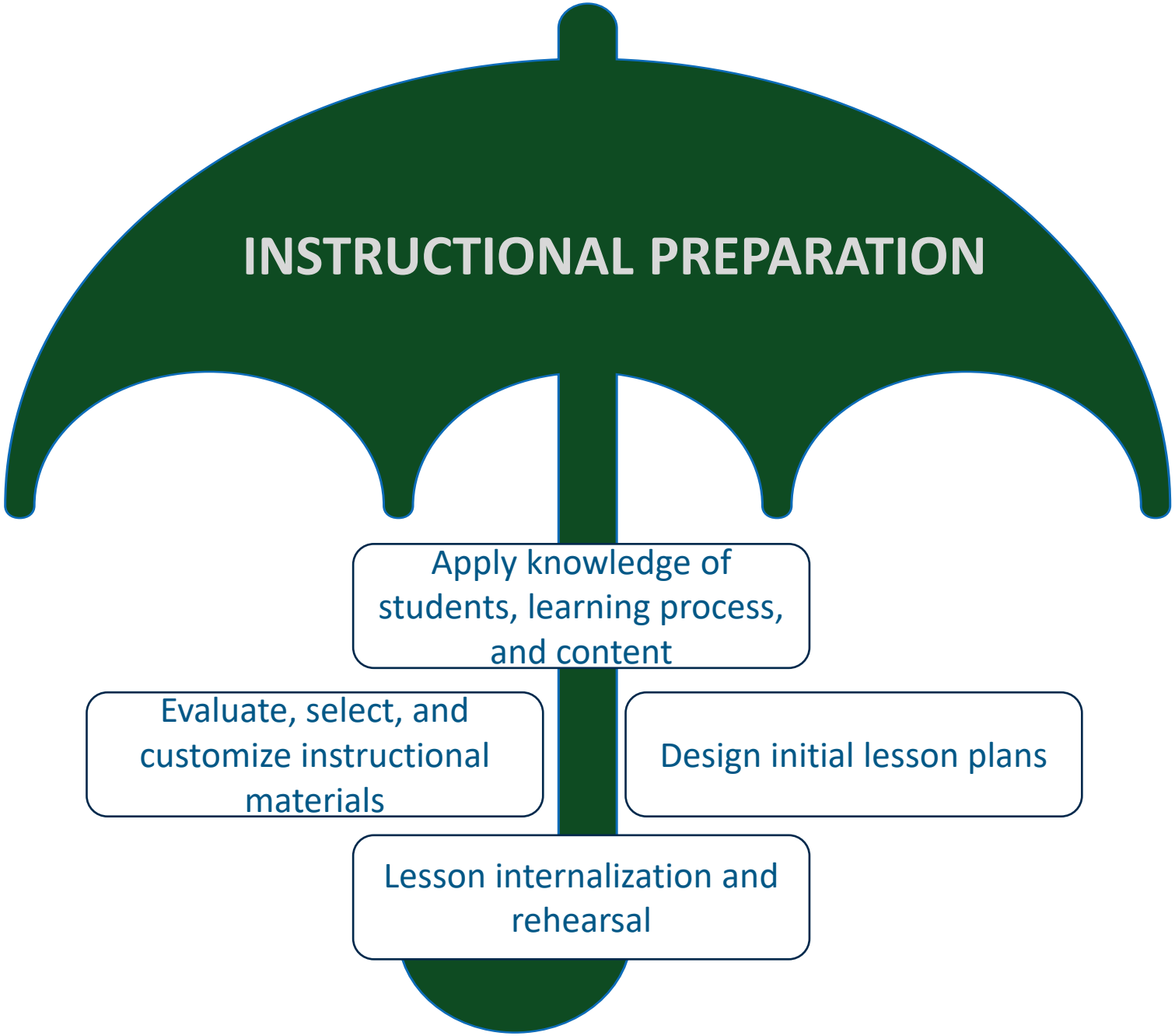
Students and teachers work hard. Students get As and Bs in class, but **proficiency does not grow** because **students are not consistently exposed to rigorous, grade-level materials.**

Initial lesson design is:

- one of several pieces of instructional preparation

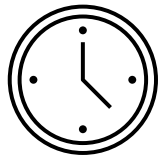
- time consuming

- challenging, especially for novice teachers



Instructional Preparation:

What are the implications for novice teachers?



Fully captures how teacher's planning time is spent.

- Instructional planning requires a complex set of knowledge and skills beyond writing lesson plans.
- Lesson design is one component of instructional preparation.

Emphasizes activities directly related to teaching and learning.

- Focuses teachers' time and attention on using their knowledge of their students, learning processes, and content to deliver effective instruction.

Third Key Shift in the Educator Standards Under Discussion

Significantly upgrades expectations for teachers to know cognitive science evidence impacting teaching and learning

Cognitive Science Concepts within the Standards

Supporting memory encoding and recall

Eliciting and sustaining attention and motivation

Integrating new learning with prior knowledge

Recognizing and avoiding misconceptions about how memory and learning work

Cognitive Science of Learning

What are the implications for novice teachers?

Increased depth of knowledge. Increased teacher autonomy.

Understanding the cognitive science behind how students learn enables teachers to:

- Customize materials to meet unique student needs
- Plan and implement instructional strategies that support memory encoding and recall
- Implement assessment and student work analysis to gauge and respond to student progress.
- Anticipate student outcomes and potential misconceptions.
- Design a learning environment that supports and sustains student attention and motivation.

Fourth Key Shift in the Educator Standards Under Discussion

Reinforces knowledge and skills for educating all students, including students with disabilities

What are the implications for novice teachers?

Requires essential knowledge and skills to fully support the unique needs of students.

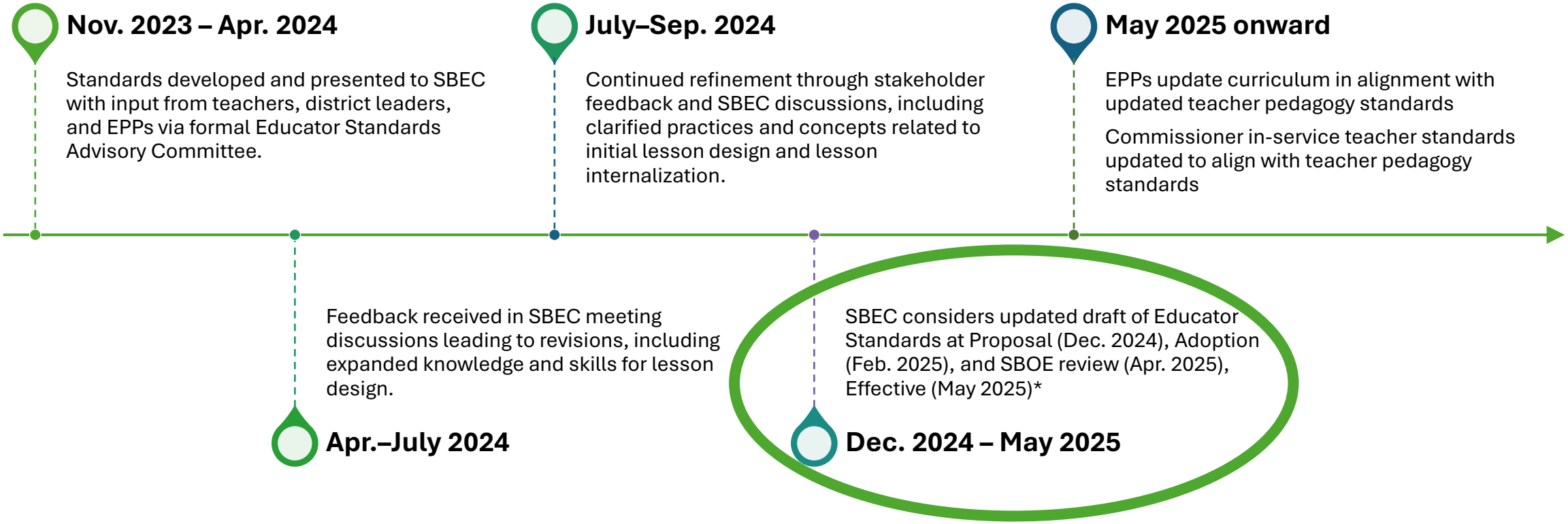
Increased knowledge of unique student needs

- Knowledge of disability categories under IDEA and 504.
- Preparation in assessing background knowledge, linguistic differences, and learning needs.
- Clear expectations for IEP implementation.

Builds knowledge and skills for educating all students beyond "differentiated instruction"

- Preparation in specific inclusive instructional strategies, such as scaffolding, acceleration, linguistic supports, and intervention.
- Expectations to collaborate with professionals to ensure students meet academic and nonacademic goals.

The standards revision process and next steps



Texas Education Agency

Reflection Question:

Preparation of candidates in the use of OER and strategies to educate all students is required by legislation.

What can EPPs do now to prepare?

Partnership Context

Richardson ISD

- 37,000 students, suburban district, approximately 6,000 employees
- 55 campuses across Richardson, Dallas, & Garland, 57% Econ. Dis., 11,000 bilingual students, 76 languages/dialects, Top 5 languages after English - 36 Title I schools
- 5th most diverse district in Texas, 50th most diverse in US, 10th pick in NBA draft
- Three outstanding years

Dallas College

- Community college with 4 + 1 model
- EC-3, EC-6, Bilingual, Special Education
- 600+ in upper-level bachelor's courses; 200+ in residency
- More than 80 percent of residents are *multi-lingual, aspiring educators of color, first-generation college-goers*
- Paid residencies, skills-based coursework, cohort model where one faculty member supports 20-25 residents for the entire year

HQIM Curriculum Adjustments

Language Literacy Acquisition

Before

Required Course Materials:

Pence-Turnbull, K.L. & Justice, L.M. (2017). *Language Development from Theory to Practice (3rd Edition.* Pearson.

After

Required Course Materials:

Carreker, S., & Birsh, J. R. (2018). *Multisensory Teaching of Basic Language Skills* (4th ed.). Brookes Publishing Company.

Beginning in week 2:
Amplify Reading TEKS Edition (Basic Curriculum Fies) available for free at https://my.amplify.com/

- Use the link above to navigate to the Great Minds website (Note: Site is slow to load so give it time.)
- Select "Log in with email" and then log in with the following username and password:
  - Username:
  - Password:
- Bookmark the site for continued use throughout the course. Materials can be downloaded as needed.

Language Literacy Acquisition

Required Course Materials

Before

Required Course Materials

- Pence-Turnbull, K.L. & Justice, L.M. (2017). *Language Development from Theory to Practice (3rd Edition. Pearson.)*

After

- Birsh, J. R., & Carreker, S. (2018). Multisensory teaching of basic language skills. Fourth edition. Baltimore, Paul H. Brookes Publishing Co.

<u>Beginning in week 2:</u>

Amplify Reading TEKS Edition (Basic Curriculum Files)

Summary of Graded Work: Language Literacy Acquisition: BEFORE

Assignments:

- Modeling of mock parent-teacher conference (50 points)
- Participation/discussion (150 points)
- Chapter quizzes (25 points)
- Analysis paper (50 points)
- Evaluation of assessment for relevancy and appropriateness (50 points)
- Work/practice-based experience journal (100 points)
- Work/practice-based experience gallery walk (poster) (50 points)
- Research paper (100 points)
- Lesson plan and demonstration (300 points)
- Program lab time (125 points)

Summary of Graded Work: Language Literacy Acquisition: AFTER

Assignments:

- Attendance, participation/classwork, & discussions (15 @ 15 points, 225 points)
- Literacy skill implementation videos (7@ 85 points, 595 points)
- Final project/Amplify lesson video (120 points)
- Pre-assessment/post-assessment (2 @ 30 points, 60 points)

Summary of Required Assignments: Language Literacy Acquisition: BEFORE

Assignments:

- Modeling of mock parent-teacher conference (50 points)
- Participation/discussion (150 points)
- Chapter quizzes (25 points)
- Analysis paper (50 points)
- Evaluation of assessment for relevancy and appropriateness (50 points)
- Work/practice-based experience journal (100 points)
- Work/practice-based experience gallery walk (poster) (50 points)
- Research paper (100 points)
- Lesson plan and demonstration (300 points)
- Program lab time (125 points)

Summary of Required Assignments: Language Literacy Acquisition: BEFORE

Evaluation of assessment for relevancy and appropriateness: Students collaborate in the evaluation of a self-made and ready-made instruments for assessing language and literacy development of children at a selected age group. Founded on theory of language and literacy acquisition, students identify the extent to which the instrument is relevant and appropriate for collecting the data/information it intended to collect, identify learning difficulties, and propose including concrete examples hot the latter may be used to inform pedagogical decisions. Students model the process for effectively using the instrument in assessing language and literacy acquisition of young children and anu necessary modifications of instrument or administration for special populations. This assignment is intended to be based on your lab time experiences.

Lab time experience journal: Students will complete a total of four work and/or practice-based experience journals. This assignment is intended to be based on your lab time experiences.

Lab time Experience Gallery Walk: Refer to your field experience journals to prepare a large poster illustrating and summarizing crucial inforamation learned during your field experience with your classmates. You will prepare a 5 minute oral presentation using your poster to reflect on your field experience with your classmates. There will be a 2-minute question and answer session after your presentation.

Research paper: Prepare a 3-8 page research paper from a list of topics provided by your professor. Consult at least 4 sources, at least 2 of which are peer-reviewed articles.

Lesson plan and demonstration: In this signature performance task, students will prepare and present an original lesson (not copied from another source). Students will discuss lesson ideas with faculty prior, then plan a 20-30 minute demonstration with peers posing as students. Instructor may opt to allow recorded submissions. Refer to the lesson plan and demonstration assignment instructions in the assignment calendar.

Summary of Required Assignments: Language Literacy Acquisition: AFTER

Evaluation of assessment for relevancy and appropriateness: Students collaborate in the evaluation of a self-made and ready-made instruments for assessing language and literacy development of children at a selected age group. Founded on theory of language and literacy acquisition, students identify the extent to which the instrument is relevant and appropriate for collecting the data/information it intended to collect, identify learning difficulties, and propose including concrete examples hot the latter may be used to inform pedagogical decisions. Students model the process for effectively using the instrument in assessing language and literacy acquisition of young children and anu necessary modifications of instrument or administration for special populations. This assignment is intended to be based on your lab time experiences.

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Summary of Required Assignments: Language Literacy Acquisition: AFTER

Literacy skills implementation Videos : Students will enact and video record a literacy skill with an elementary-aged child, group of children, or whole class. They will analyze their facilitation as well as that of their group members based on given criteria and complete a related reflection. Included with completing videos are planning documents that will be used as a tool to support students in thinking through a lesson and aid them in being prepared to lead that lesson with students.

Final Project/Amplify Lesson Video: In this signature performance task, students are taught to facilitate strong reading instruction using high quality instructional materials with emphasizing the learning cycle. For this assignment, the student will create a video of themselves as modeled in class demonstrating concept development of an assigned Amplify lesson. They will analyze their facilitation as well as that of their group members and create a related reflection.

Pre-assessment/post-assessment: Students will assess their knowledge of the Science of Teaching Reading competencies embedded in the Language and Literacy course by taking a pre-assessment at the beginning of the semester and a post-assessment at the end of the semester to track progress for the Fall semester.

Methods for Teaching Elementary Mathematics

Required Course Materials

Before & After

- VanDeWalle, J.A., Karp, K.S. & Bay-Williams, J.M. (2019). Pence-Turnbull, K.L. & Justice, L.M. (2017). Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson.
- Boaler, Jo (2016) Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching ISBN: 978-0-470-89452-1

<u>Beginning in week 4:</u>

Eureka Math TEKS Edition (Basic Curriculum Files) available for free at digital.greatminds.org

Summary of Graded Work: Mathematics Methods Course: BEFORE

Assignments:

- Module quizzes (95 points)
- Participation/discussion (180 points)
- Math beliefs assignment (100 points)
- Weekly reaction (100 points)
- Research study, investigation, and presentation (100 points)
- Teaching experiences portfolio (300 points)
- Program lab time (125 points)

Summary of Graded Work: Mathematics Methods Course: AFTER

Assignments:

- Participation/discussion (150 points)
- HQIM Modules(124 points)
- HQIM Pre- and post- assessments (60 points)
- Lesson plan analysis (125 points)
- Teaching experiences portfolio (300 points)
- Math beliefs assignment (100 points)

Summary of Required Assignments: Mathematics Methods: BEFORE

Weekly lab time reaction paper: Students are required to reflect upon what they learned from weekly lab time observations, reading, assignments, class discussions, and activities. Reaction papers should address the following prompts.

a. **What concepts did you learn about this week?**

b. How did your knowledge of teaching mathematics changes? Or how did it add to your understanding of teaching this concept?

c. How will you use what you learned this week to change your current practice?

Math Beliefs: The purpose of this assignment is to identify potential bias and beliefs recording math education, Students will complete and reflect on a NCTM survey and analyze individual findings in a 2-page paper.

Module quizzes: The module quizzes each have 20 multiple choice questions.

Research study, Investigation, & presentation: IN this assignment, students are taught to identify high-quality instructional materials based on criteria set forth in the research, They then apply those criteria to evaluate the quality of materials used in the core content areas in a partner district on a campus and in multiple classrooms across grade levels. Students then write a summary of their findings, reflect on the related implications for PK-6 students, and present their findings. Student will work in small groups to complete this assignment. This assignment is intended to be based on your lab time experiences.

Teaching Experiences Portfolio: In this signature performance task, students build a portfolio based on their practice of implementing mathematical instruction that reinforces procedural fluency, conceptual understanding, and mathematical reasoning/problem solving while incorporating the use of high-quality instructional materials throughout. Students will prepare for and enact a portion of a lesson for each of 3 models in the course, reflect on their enactment, seek peer feedback, and write a reflection that identifies areas of strength and areas for improvement. Additionally, they will collect and analyze student artifacts to support their reflection, proximity evidence e connecting to identified next steps. This assignment is intended to be based on lab time experiences.

Summary of Required Assignments: Mathematics Methods: AFTER

Weekly lab time reaction paper: Students are required to reflect upon what they learned from weekly lab time observations, reading, assignments, class discussions, and activities. Reaction papers should address the following prompts.

a. **What concepts did you learn about this week?**

b. How did your knowledge of teaching mathematics changes? Or how did it add to your understanding of teaching this concept?

c. How will you use what you learned this week to change your current practice?

Math Beliefs: The purpose of this assignment is to identify potential bias and beliefs recording math education, Students will complete and reflect on a NCTM survey and analyze individual findings in a 2-page paper.

Lesson plan analysis: The Eureka lesson plan and materials provide everything a teacher needs to effectively build student understanding of content. Thus, the teacher's responsibility is to understand the content, how it supports students, and the learning that should result from the lesson, Analyzing the lesson plan for specific elements while reflecting on why those elements are included is critical to your understanding and student learning. It is part of the internalization process. The lesson plan analysis assignment will be completed at the end of the semester and will assess your understanding of the key components involved in preparing to teach a lesson as well as key concepts learned during the course.

HQIM Modules and Assessments: In this assignment, students are taught to identify high-quality instructional materials based on criteria set forth in the research, They then apply those criteria to evaluate the quality of materials and learn how to internalize content within a lesson and unit, foster effortful thinking and support all learners with HQIM. Students will complete a pre-assessment priori to working through the modules and a post-assessment after working through them.

Teaching Experiences Portfolio: In this signature performance task, students build a portfolio based on their practice of implementing mathematical instruction that reinforces procedural fluency, conceptual understanding, and mathematical reasoning/problem solving while incorporating the use of high-quality instructional materials throughout. Students will prepare for and enact a portion of a lesson for each of 3 models in the course, reflect on their enactment, seek peer feedback, and write a reflection that identifies areas of strength and areas for improvement. Additionally, they will collect and analyze student artifacts to support their reflection, proximity evidence e connecting to identified next steps. This assignment is intended to be based on lab time experiences.

Texas Education Agency

Preparation of candidates in the use of OER and strategies to educate all students is required by legislation.

What can EPPs do now to prepare?

Webinar Alert for EPPs: Understanding Research-Based Instructional Strategies (RBIS)

Join TEA for an engaging webinar designed specifically for Educator Preparation Programs! This session will focus on **Research-Based Instructional Strategies (RBIS)** and their critical role in ensuring equitable, on-grade-level instructional opportunities for all students across Texas classrooms.

What You'll Gain:

- **Understand the Why**: Learn the purpose and construction of the RBIS.
- **Explore the What**: Dive into what the RBIS are and their alignment with HQIM.
- **Discover the How**: Identify ways to integrate RBIS into your work with teacher candidates to enhance equitable and high-quality instruction.

This webinar is an excellent opportunity for all EPP staff to gain a **high-level understanding of RBIS** and their synergy with High-Quality Instructional Materials (HQIM). Together, RBIS and HQIM empower educators to deliver on-grade-level instruction that benefits every student at every level.

We'll also reflect on your feedback through exit tickets to continuously improve our sessions. **Don't miss this chance to collaborate, learn, and strengthen your impact!**

Date: January 22nd, 2025

Time: 10:00 AM Central Time

Register here: https://zoom.us/webinar/register/WN_ciDOBFRkToS-7R5mFv3uMA

Steps to get started

1. Connect with district partners about instructional priorities.

2. Review the Standards

3. Attend the RBIS webinar

Thank you for attending!

Please take our survey:
https://forms.office.com/r/zPktmkAFU0