

## Item 12:

### COVER PAGE

#### **Type of Agenda Board Item:**

- ☐ **Discussion Only:** TEA staff will present board items with an update, potential future items, and/or seek SBEC direction on potential future board action items. TEA staff will draft future action items from the board's discussion and direction.
- ✓ **Board Action:** SBEC members will take action on the agenda item and the effective date will be immediately upon board approval.

#### **Summary:**

This item is a clinical teaching exception request submitted by the Teach North Texas Program at the University of North Texas. The exception request is regarding the clinical teaching options in SBEC rules for the length of time candidates are required to be on a clinical teaching assignment in preparation for certification. Currently, candidates are required to participate in either 14 weeks of full days or 28 weeks of half days. SBEC rules require an EPP to describe an alternative clinical teaching requirement that will adequately prepare teacher candidates for standard certification and ensure that the teacher is effective in the classroom.

#### **Statutory Authority:**

All of the relevant statutes, if applicable, pertaining to this item are listed for you on the agenda title page and the entire statutory language is on Attachment I. This is always helpful in referencing the law the TEA staff was working under when preparing this item.

#### **TEA Staff Recommendation:**

To approve the exception request with conditions.

#### **Relevant SBEC Core Principles:**

- *We believe well-prepared educators are essential.*
- *We believe high certification standards measured by rigorous and reliable assessments are essential.*
- *We believe student success is primary, and we must ensure the safety and welfare of Texas school children.*
- *We believe flexible and accessible certification programs, held to the same standards of accountability are essential.*
- *We believe stakeholder input is essential, and we are accountable to all Texas stakeholders.*
- *We believe we must continually improve our policies and processes in response to changing needs.*
- *We believe we must ensure consistency and effectiveness among educator preparation programs.*

## Item 12:

### Consider and Take Action on Clinical Teaching Exception Request

#### DISCUSSION AND ACTION

**SUMMARY:** This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss and take action on the request by the University of North Texas for an exception to the clinical teaching options described in SBEC rule (19 Texas Administrative Code (TAC) §228.35(e)(2)(A) and (B)) for the Teach North Texas Program. An exception must include an alternate requirement that will adequately prepare teacher candidates for certification and ensure the teacher is effective in the classroom. The TEA staff recommends that the SBEC approve the request with conditions.

**STATUTORY AUTHORITY:** The statutory authority for allowing the SBEC to propose rules establishing the training requirements a person must accomplish to obtain a certificate is the Texas Education Code (TEC), §21.044(a).

**PREVIOUS BOARD ACTION:** At the October 2016 SBEC meeting, the SBEC adopted rules that allowed for an exception to the clinical teaching options described in 19 TAC Chapter 228, Requirements for Educator Preparation Programs, §228.35, Preparation Program Coursework and/or Training.

**BACKGROUND INFORMATION AND JUSTIFICATION:** Clinical teaching (also known as student teaching) allows candidates to apply their knowledge and skills in a supervised teaching assignment in preparation for a standard teaching certificate after completing initial coursework and training through an educator preparation program (EPP). During a clinical teaching assignment, a teacher candidate works with an experienced cooperating teacher who guides, assists, and supports the candidate in areas such as planning, classroom management, instruction, and assessment. The teacher candidate also works with an experienced field supervisor who observes the candidate, monitors the candidate's performance, and provides constructive feedback to improve the candidate's effectiveness as a teacher.

Prior to December 27, 2016, the minimum length of a clinical teaching assignment was either 12 weeks of full days or 24 weeks of half days. Prior rule did not define the length of a full day. At the October 2016 SBEC meeting, the Board adopted new provisions of 19 TAC Chapter 228, which became effective December 27, 2016, increasing clinical teaching assignments to be a minimum of 14 weeks of full days or 28 weeks of half-days to provide clinical teachers with more opportunities to develop their knowledge and skills. The SBEC also clarified a full day as 100% of the school day, which is equivalent to a minimum of 490 hours for the total assignment. Because the previous rules did not define the length of a day, some EPPs were providing clinical teaching experiences that were less than 12 weeks of full days. In response to concerns raised during the rulemaking process, the SBEC created a clinical teaching exception in 19 TAC §228.35(e)(2)(D) and (E) for an EPP to pursue an alternate clinical option that does not meet the minimum requirements in rule.

To qualify for the exception, the SBEC rules require an EPP to describe an alternative clinical teaching requirement that will adequately prepare teacher candidates for standard certification

and ensure that the teacher is effective in the classroom. The EPP must request an exception in a form developed by the TEA staff that includes the following SBEC requirements:

- the rationale and support for the alternate clinical teaching option;
- a full description and methodology of the alternate clinical teaching option;
- a description of the controls to maintain the delivery of equivalent and quality education; and
- a description of the ongoing monitoring and evaluation process to ensure that objectives are met.

After reviewing an exception request, TEA staff will make a recommendation to the SBEC whether the exception should be approved.

The following is the timeline for clinical teaching exception requests:

April 13, 2017	Clinical teaching exception request materials approved by the TEA Data Governance Board (TEA requirement)
April 14, 2017	Clinical teaching exception request materials distributed to EPPs and posted on the TEA website
May 1, 2017	Deadline for clinical teaching exception request to be considered for the 2017-2018 academic year at the June 9, 2017 SBEC meeting
June 14, 2017	Deadline for clinical teaching exception request to be considered for the 2017-2018 academic year at the August 4, 2017 SBEC meeting
January 8, 2018	Deadline for clinical teaching exception request to be considered for the 2018-2019 academic year

The program at the University of North Texas was the only program to apply by the June 14 deadline. The full request will be provided to the SBEC under separate cover. A summary of the application request and the TEA staff recommendation for the clinical teaching exception request is included in Attachment II.

**ASSOCIATE COMMISSIONER'S RECOMMENDATION:** I recommend that the State Board for Educator Certification:

Approve the recommendation for the clinical teaching exception request with conditions as presented.

**Staff Members Responsible:** Tim Miller, Director  
Educator Preparation

**Attachments:** I. Statutory Citations  
II. Summary and Recommendation for Clinical Teaching Exception Request

## **ATTACHMENT I**

### **Statutory Citations related to Clinical Teaching Exception Requests**

#### **Texas Education Code, §21.044, Educator Preparation (excerpts):**

- (a) The board shall propose rules establishing the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program. The board shall specify the minimum academic qualifications required for a certificate.

**ATTACHMENT II****Summary and Recommendation for Clinical Teaching Exception Request**

**Educator Preparation Program:** The University of North Texas Teach North Texas Program

**Summary of Request:**

The goal of the Teach North Texas program is to increase the quantity and quality of STEM teachers in North Texas.

The Teach North Texas clinical teaching exception request would apply to the undergraduate certification routes for the following certificates:

- Mathematics, Grades 4-8
- Mathematics, Grades 7-12
- Science, Grades 4-8
- Science, Grades 7-12
- Chemistry, Grades 7-12
- Life Science, Grades 7-12
- Physical Science, Grades 6-12
- Physics/Mathematics, Grades 7-12
- Computer Science, Grades 8-12

The Teach North Texas clinical teaching exception request would require a minimum of 25 hours a week for 14 weeks. These hours may be arranged flexibly with fewer than five hours on some days of the week and more than five on others. This is the current practice of the program and requires 350 hours of clinical teaching. The minimum number of hours for the standard clinical teaching option is 490 hours.

The Teach North Texas program provides six observations from a field supervisor, two observations from a seminar instructor, and two observations from a master teacher while the teacher candidate is actively teaching at least two classes. The minimum numbers of field supervisor visits for the standard clinical teaching options are three visits for 14-week full day programs and four visits for 28-week half day programs.

The Teach North Texas program sets the following targets to determine if it is adequately preparing candidates for certification and ensuring teachers are effective in the classroom:

1. Entrance scores for standardized tests (ACT, SAT, and PRAXIS) will demonstrate that Teach North Texas candidates are equal to or better than candidates who complete full-time clinical teaching at the University of North Texas.
2. Production of more than 70 STEM teachers per year.
3. More than 50% of the graduates of the program who enter teaching will remain in schools after five years.
4. Pre-test and post-test results from students completing EDSE 4000 and EDSE 4500 will demonstrate that Teach North Texas graduates perform equal to or better than graduates who completed full-time clinical teaching.
5. Teach North Texas candidates will complete 12 or more professional development hours during clinical teaching in an effort to develop professional dispositions that will enable a teacher to continue his or her growth.

**TEA Staff Recommendation:** Approve with Conditions

**Conditions:**

- Teach North Texas implements the clinical teaching as described in the request.
- The University of North Texas maintains an accreditation status of Accredited.
- To determine if the clinical teaching exception is adequately preparing candidates for certification and ensuring teachers are effective in the classroom (Section 3 of the Clinical Teaching Exception Request), Teach North Texas will use the following outcomes:
  - Target 1: The four-year average of the number of Teach North Texas STEM graduates who receive standard certification within one year of program completion, reported annually for each academic year, will be equal to or greater than the 2012-2016 four-year average. The four-year average will not be below the 2012-2016 four-year average for more than one year.
  - Target 2: The four-year average of the percentage of Teach North Texas STEM graduates entering the teaching profession within one year of being issued a standard certificate, reported annually for each academic year, will be equal to or greater than the 2012-2016 four-year average. The four-year average will not be below the 2012-2016 four-year average for more than one year.
  - Target 3: The four-year average of the percentage of Teach North Texas STEM graduates who taught for at least five years, measured five years from the first year of employment on a standard certificate, will be equal to or greater than the 2012-2016 four-year average. The four-year average will not be below the 2012-2016 four-year average for more than one year.
  - Target 4: For each of the SBEC accountability indicators in 19 TAC §229.4 that have performance standards, the performance of Teach North Texas STEM candidates/graduates will meet the standard.
  - Target 5: 100% of Teach North Texas candidates will complete 12 or more professional development hours during clinical teaching in an effort to develop professional dispositions that will enable a teacher to continue his or her growth.

- To determine if the clinical teaching exception is providing an equivalent and quality education compared to candidates participating in clinical teaching options described in 19 TAC §228.35(e)(2)(A) or (B) (Section 4 of the Clinical Teaching Exception Request), Teach North Texas will use following methods:
  - Method 1: Is the percentage of Teach North Texas STEM graduates receiving standard certification within one year of program completion equal to or greater than the statewide percentage of STEM graduates receiving standard certification within one year of program completion who completed clinical teaching (without the use of an exception) as part of their teacher preparation program?
  - Method 2: Is the percentage of Teach North Texas STEM graduates entering the teaching profession under a standard certificate equal to or greater than the statewide percentage of STEM graduates entering the teaching profession under a standard certificate who completed clinical teaching (without the use of an exception) as part of their teacher preparation program?
  - Method 3: Is the percentage of Teach North Texas STEM graduates remaining in the teaching profession after five years equal to or greater than the statewide percentage of STEM graduates remaining in the teaching profession after five years who completed clinical teaching (without the use of an exception) as part of their teacher preparation program?
  - Method 4: For each of the SBEC accountability indicators in 19 TAC §229.4 that have performance standards, is the performance of Teach North Texas STEM graduates equal to or greater than the statewide performance of STEM graduates who completed clinical teaching (without the use of an exception) as part of their teacher preparation program?
  - Method 5: Are the pre-test and post-test results from Teach North Texas STEM candidates completing EDSE 4000 and EDSE 4500 equal to or better than non-STEM undergraduate candidates who completed full-time clinical teaching?
- Until the data needed for the outcomes one through four and methods one through four are readily accessible to teacher preparation programs, Teach North Texas will work with the TEA for the necessary data and/or reports.
- Teach North Texas is not expected to report outcomes or use methods that rely on data that are not available.

<b>Outcomes to Determine Candidates are being Adequately Prepared for Certification and Ensuring Teachers are Effective in the Classroom</b>	<b>TEA Recommended Conditions</b>
Certification of STEM teachers	Equal to or greater than 2012-2016 Teach North Texas average
Employment of STEM teachers	Equal to or greater than 2012-2016 Teach North Texas average
Retention of STEM teachers	Equal to or greater than 2012-2016 Teach North Texas average
Results of PPR Certification Exams	Meet standard
Results of Non-PPR Certification Exams	Meet standard
Results of Principal Surveys	Meet standard
Student Learning	Meet standard
Frequency and Duration of Field Supervision	Meet standard
Quality of Field Supervision	Meet standard
Results of Teacher Surveys	Meet standard
12 hours of Professional Development	100% participation

<b>Methods to Determine Equivalency and Quality Compared to Other Programs</b>	<b>TEA Recommended Conditions</b>
Certification of STEM teachers	Equal to or greater than state average
Employment of STEM teachers	Equal to or greater than state average
Retention of STEM teachers	Equal to or greater than state average
Results of PPR Certification Exams	Equal to or greater than state average
Results of Non-PPR Certification Exams	Equal to or greater than state average
Results of Principal Surveys	Equal to or greater than state average
Student Learning	Equal to or greater than state average
Frequency and Duration of Field Supervision	Equal to or greater than state average
Quality of Field Supervision	Equal to or greater than state average
Results of Teacher Surveys	Equal to or greater than state average
EDSE 4000 and EDSE 4500 assessment results	Equal to or greater than University of North Texas full-time clinical teaching non-STEM undergraduate candidates