

Item 13:

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 for the approval of a new alternative educator preparation program (EPP). SBEC has adopted rules for the approval of new EPPs in Texas. To be recommended for approval, the applicant prepares an extensive and complete application addressing the components of program governance, admissions, curriculum, program delivery and on-going support, evaluation, professional conduct and complaints process that is codified in SBEC rule. An Executive Summary also explains the program's plan to address each required component. The program up for SBEC approval goes well beyond the minimum requirements as outlined in the agenda item.

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 new alternative preparation program as presented.

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 stakeholder input is essential, and we are accountable to all Texas stakeholders.*
- *We believe educators must be held to high standards of ethical conduct.*
- *We believe we must continually improve our policies and processes in response to changing needs.*

Item 13:**Consider and Take Appropriate Action on Request to
Approve a New Educator Preparation Program at Urban
Teachers (Dallas, TX)****DISCUSSION AND ACTION**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to approve a request by Urban Teachers located in Dallas, Texas, to offer an approved alternative educator preparation program. Texas Education Agency (TEA) staff reviewed the application and found that it complies with provisions of 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, and Chapter 228, Requirements for Educator Preparation Programs. The program is proposing to certify candidates in the following areas: Core Subjects EC-6; Mathematics 7-12; English Language Arts 7-12; Special Education EC-12; and English as a Second Language supplemental. The anticipated start date for the first cohort is August 2016. The anticipated number of applicants to be admitted for the first year is 150. The cost of the program per participant is \$40,000 which is the approximate cost for the Master of Science Degree from Johns Hopkins University which is awarded with the certification.

STATUTORY AUTHORITY: Texas Education Code §21.0443, §21.044 and §21.049 authorizes the Board to propose rules establishing additional alternative educator preparation programs.

EFFECTIVE DATE: Upon approval of the State Board for Educator Certification

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: The SBEC approves all new educator preparation programs. The applicant prepares an extensive and complete application addressing the SBEC required components for program approval of program governance, admission criteria, curriculum, program delivery and on-going support, student and program evaluation, professional conduct, and the complaints process. An Executive Summary explains the program's plan to address each required component.

The proposal was reviewed by several TEA staff members who held extensive discussions with the applying entity to ensure compliance with SBEC rules. TEA Educator Preparation Manager, Sandra Jo Nix, conducted an on-site visit on March 15, 2016, and found Urban Teachers complied with the provision of 19 TAC, Chapter 227, Provisions for Educator Preparation Candidates, and Chapter 228, Requirements for Educator Preparation Programs, that govern the approval of educator preparation programs.

In addition to the required minimum components for program approval, Urban Teachers will be offering preparation that goes beyond the minimum as outlined below:

| SBEC Minimum Requirements | Urban Teachers |
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| Admission 2.5 GPA overall or last 60 hours | Admission 3.0 GPA overall or last 60 hours |
| Interview or other screening instruments | Multi-step screening process includes writing sample, critical thinking performance assessment, video interview; and Final Interview Day by invitation that involves a mini-lesson, critical thinking group discussion, performance reflection, role play, react to scenarios all evaluated with rubrics with cut scores by multiple scorers. |
| Coursework of 300 clock hours | 500 clock hours and 75 clock hours of professional development. |
| Programs are allowed to charge for training/coursework. | Participants do not pay fees to Urban Teachers, but are responsible for the cost of their M.S.Ed. from The Johns Hopkins University School of Education. |
| No requirement for coursework leading to master's degree | Master's degree from Johns Hopkins and certification achieved simultaneously. |
| 12 weeks of clinical teaching | 1 year of clinical teaching. |
| One academic year internship (180 days) ; additional internships can be added if unsuccessful. | Two years of internship on intern certificate. |
| 30 clock hours of Field-Based Experiences | 14 months totaling at least 900 clock hours in classrooms as co/teacher or aide. |
| Informal observations and coaching if necessary | 98 clock hours of coaching treatment and feedback on site from hired coaches. |
| No process for value added selected. | Urban Teachers collects pre- and post-test student achievement data on the students of Urban Teachers participants during their internship to determine student growth. |
| Recommendation for standard teaching certificate is to complete program requirements and pass TExES exams. | Urban Teachers combines data on teacher performance across the three measures of teaching practice, student gains, and professional and growth mindset, then weights and combines those scores into a composite score to determine a <i>Teacher Effectiveness Evaluation Score</i> . If the teacher meets the cut score, the teacher is recommended for a standard teaching certificate. |
| TEA has no requirement for support in first year of teaching as a standard Texas certified teacher. | Support for first year of teaching as Texas standard certified teacher. |

FISCAL IMPACT: None

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

PROCEDURAL AND REPORTING IMPLICATIONS: None

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: None

PUBLIC COMMENTS: None

ALTERNATIVES: None

OTHER COMMENTS AND RELATED ISSUES: None

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

Approve Urban Teachers (Dallas, Texas) as a new Alternative Certification Educator Preparation Program.

Staff Members Responsible: Dr. Tim Miller, Director
Educator Preparation

Sandra Jo Nix, Manager
Educator Preparation

Attachments:

- I. Statutory Citations Relating to the Approval of a New Educator Preparation Program
- II. Executive Summary for Urban Teachers

Attachment I**Statutory Citations Relating to the Approval of New Educator Preparation Program****Texas Education Code, §21.0443, Educator Preparation (excerpt):**

- (a) The board shall propose rules to establish standards to govern the approval or renewal of approval of:
 - (1) educator preparation programs; and
 - (2) certification fields authorized to be offered by an educator preparation program.
- (b) To be eligible for approval or renewal of approval, an educator preparation program must adequately prepare candidates for educator certification and meet the standards and requirements of the board.

Texas Education Code, §21.044, Educator Preparation (excerpt):

- (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.

Texas Education Code, §21.049, Alternative Certification (excerpt):

- (a) To provide a continuing additional source of qualified educators, the board shall propose rules providing for educator certification programs as an alternative to traditional educator preparation programs.

Attachment II**Executive Summary for Urban Teachers (Dallas, Texas), New Educator Certification Program**

Introduction: Urban Teachers is a 501c3 non-profit, headquartered in Baltimore, MD. The Texas office will be located at 1825 Market Square Blvd, Dallas, Texas. Urban Teachers intends to train teachers to serve the Dallas/Ft. Worth area in the following certification areas: Core Subjects EC-6, English Language Arts and Reading 7-12, Mathematics 7-12, Special Education EC-12 and English as a Second Language (ESL). Urban Teachers is prepared to meet the needs of Texas and Dallas/Ft. Worth students by providing proven effective teachers: 1) for urban students in high-need schools; 2) in critical shortage areas; and 3) who stay in teaching. Last year, 70% of Urban Teachers educators returned for their third year of teaching, while about 50% of teachers nationwide left the profession within their first three years. Urban Teachers spends the first three years supporting and evaluating candidates before making the decision about certification recommendation. Urban Teachers invests \$50,000 per participant. Participants are provided with: a Year 1 stipend (\$20,000) and health care, all books/materials, room and board for Summer Institute A, and a job placement for at least three years. Participants do not pay fees to Urban Teachers, but are responsible for the cost of their M.S.Ed. with a concentration in educational studies from The Johns Hopkins University School of Education. Partnering public schools contribute \$25,000 to the preparation cost of each teacher they hire. Urban Teachers anticipates serving 150 Texas candidates in its first cohort (August 2016).

Component 1: Governance of Educator Preparation Programs: Urban Teachers has recruited and begun meeting (10/26/15) with its 18-member Advisory Committee, representing Region 10 ESC, Dallas ISD, Ft. Worth ISD, Grand Prairie ISD, Leadership ISD, Communities Foundation of Texas, Texas Instruments Foundation, The Boone Family Foundation, Commit! Partnership, Stand for Children, Big Thought, KIPP- Dallas-Ft. Worth, Uplift Schools, Austin College, Southern Methodist University, and Century 21 America's Choice. Face-to-face meetings will convene (with a virtual option) four times each academic year, receiving guidance in the areas of program design, delivery, evaluation, and policies. Members receive orientation training and a handbook at their first meeting. Meetings will be held on: 2/24/16, 5/18/16, 8/31/15, 10/12/16, 1/25/17, 4/19/17, and 7/19/17.

Component 2: Admission Criteria: Applicants must hold a Bachelor's degree recognized by a regional accrediting agency, have a 3.0 GPA, pass the Pre-Admission Content Tests (PACT), have experience working/volunteering with children or youth, provide two academic or professional recommendations, pass a criminal background check, and be a U.S. citizen or permanent resident. Foreign citizens may apply if they are authorized to work in the U.S. with a ten-year visa, can produce transcripts evaluated to be equivalent to a US degree, and prove English language proficiency. All applicant and participant records are stored permanently on the Urban Teachers cloud-based salesforce platform.

Component 3: Educator Preparation Curriculum: The curriculum provided by Johns Hopkins University and Urban Teachers is based on scientifically-based research to ensure teacher effectiveness and is aligned to the TEKS and educator standards. Coursework is sustained (2 yrs.), rigorous, interactive, student-focused, and performance-based. The curriculum focuses on the content areas, as well as special education and English as a Second Language, since candidates are being prepared to teach *all* children. Coursework is competency-based and not simply theoretical. The knowledge and skills needed are thoroughly

addressed, including reading instruction and content-area literacy, instructional planning and delivery, knowledge of students and student learning, the learning environment, data-driven practice, characteristics of common mental and emotional disorders, trauma training, identifying characteristics of learning disabilities and intervention, and professional practices and responsibilities. There is an ongoing spiral of structured experiences that begins with the teacher’s immersion in a new practice, followed by a deconstruction of the practice by examining its rationales and procedures. Participants have multiple, supported opportunities to use the skills being acquired, with specific benchmarks in growth required for each subsequent performance.

Component 4: Delivery & Ongoing Support: The program is delivered in a face-to-face format over four years. Field experiences span 14 months, totaling at least 900 hrs. Coursework encompasses 500 hrs. Direct coaching/observations include a minimum of 88 hours over three years by faculty and field supervisors, utilizing BloomBoard platform for reporting. Clinical faculty, field supervisors, year one host teachers, and mentor teachers receive training in the coaching relationship, program expectations, and reporting. Evaluations during the two-year internship are shared with principals.

Component 5: Candidate and Program Evaluation

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| <p>RECRUITMENT</p> <p>Bachelor’s degree Experience with children required</p> <p>ACCEPTANCE IF:</p> <p>Minimum 3.0 GPA (2.75+ for outstanding candidates) Results-oriented, resilient, reflective Committed to program for 4 years</p> | <p>YEAR 1: RESIDENCY</p> <p>Field experiences as a co-teacher Begin Master’s degree</p> <p>CONTINUE TO YEAR 2 IF:</p> <p>Maintained 3.0 GPA/ Grades of B- or higher Met teaching practice expectations Demonstrated high levels of growth mindset/ professionalism</p> | <p>YEAR 2: INTERNSHIP</p> <p>First year teacher classroom placement Earn Master’s degree</p> <p>CONTINUE TO YEAR 3 IF:</p> <p>Maintained 3.0 GPA/ Grades of B- or higher Met <i>increasing</i> teaching practice expectations Demonstrated high levels of growth mindset/ professionalism</p> | <p>YEAR 3: INTERNSHIP</p> <p>Second year teacher classroom placement Earn certification</p> <p>CERTIFICATION IF:</p> <p>Demonstrated ability to improve student learning Met <i>increasing</i> teaching practice expectations Demonstrated high levels of growth mindset/ professionalism</p> | <p>YEAR 4: TEACHING</p> <p>Third year teacher classroom placement Complete program</p> <p>EFFECTIVE AND COMMITTED TEACHERS</p> <p>Many participants assume leadership roles such as grade level team leaders, department chairs, or instructional coaches</p> |
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Program benchmarks, noted above, demonstrate progress towards certification. Candidates take the TExES 160 PPR EC-12 test only if they have been officially accepted, are placed in their two-year internship, and are in good academic standing after their first three semesters. Program components (recruitment, selection process, curriculum and coursework, coaching, participant evaluation model) will be evaluated annually, alongside a summative program year-end evaluation. Sixteen or more sets of data will be gathered (e.g., surveys, course evaluations, participant evaluation aggregate data) for analysis by the CEO, CAO, Director of Professional Education, Board, staff, and the Dallas Advisory Committee to assist with program refinement and delivery.

Component 6: Professional Conduct: Urban Teachers faculty and candidates will receive Texas Educators’ Code of Ethics training, and will sign an agreement acknowledging that they understand and will abide by the Code.

Component 7: Complaints Process: Candidates’ handbooks include the complaints process. Attempts to resolve complaints will begin at the individual, school or programmatic level before moving to the Urban Teachers representative in charge of the area of concern. If unresolved, a complaint will go to Site Director. If unresolved, complaints will be directed to Jennifer Green, CEO. Finally, unresolved complaints can be lodged with TEA. At all levels Urban Teachers commits to proceeding in a timely manner towards resolution of the issue.