# Effective Preparation Framework

The Texas Education Agency (TEA) works to improve outcomes for all public-school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker who graduates as an engaged, productive citizen prepared for success in college, a career, or the military.

The State Board of 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. 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 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 in 2022, continuing to engage diverse stakeholders, including a wide range of EPPs, to refine and strengthen the EPF.

The goal of the EPF is to support EPP continuous improvement through a shared vision for high-quality educator preparation and an aligned continuing review process. It is grounded in evidence-based best practices that Texas EPPs engage in daily. The purpose is for EPPs to use the EPF as an aspirational goal so that their practices reflect quality, resulting in well-prepared candidates who are equipped to engage and support Texas' diverse population of students. The EPF will also provide the foundation for the alignment of statewide resources and supports to the needs of Texas EPPs.

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: Candidate Recruitment and Admissions; Curriculum, Training and Support; Progress Management and Candidate Development; and P-12 Partnerships. 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.
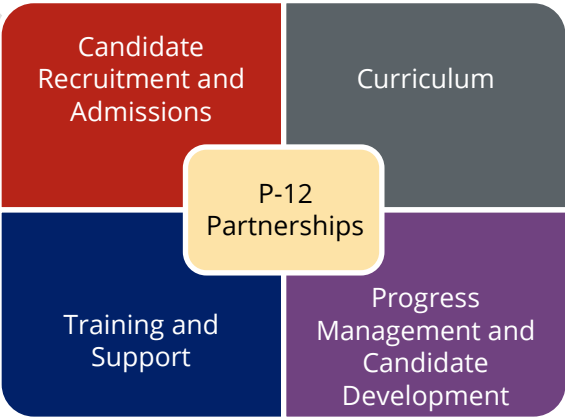
Candidate Recruitment and Admissions

Essential Action 1

1. **Admission standards are rigorous and equitable and require candidates to show potential and/or fit for the teaching profession.**
   1.1 The program's admission standards are aligned to the program's vision, mission, and goals, which reflect rigor and equity for the teaching profession.
   1.2 The program uses multiple measures (e.g., screening tools, standardized test scores, pre-selection GPA, essays, interviews, micro-teaching auditions, resumes, work experience, dispositional surveys) in its admission process that require candidates to demonstrate potential and/or fit for teaching.
   1.3 The program develops and/or utilizes research-based criteria to evaluate and select candidates.

Essential Action 2

2. **Teacher candidate recruitment and selection decisions are informed by the needs of partner schools and local education agencies.**
   2.1 The program implements specific strategies (e.g., financial assistance, academic support, flexible schedules) to attract candidates for high needs and/or shortage areas in their local districts.
   2.2 The program uses state, district, and partnership data to recruit candidates that address the teacher quality needs and shortage areas (e.g., subjects, grade levels, school settings) of partner LEAs and schools.
   2.3 The program selects teacher candidates based on their qualifications and offers counseling in the areas of need as identified by partner LEAs and schools.

Essential Action 3

3. **Teacher candidate demographics reflect those of the students in the communities they serve.**
   3.1 The program develops goals in collaboration with their partner LEAs and schools that contribute to the teacher workforce and communities they serve.
   3.2 The program collects data, reflects, and if necessary, adjusts their efforts to recruit, select, and support candidates that reflect the communities in which they will serve.

Curriculum

Essential Action 1

1. **Curriculum is mapped to an identified set of competencies that are grade band and content area specific and reflects research-informed, evidence-based, and standards-based instructional practices for various learning environments.**

    1.1 Curriculum prepares candidates to adapt, plan, and/or internalize lessons that are standards-based, data-informed, relevant, and differentiated to engage and support all students.

    1.2 Curriculum prepares candidates to provide engaging, grade-level, differentiated, and rigorous instruction that improves student outcomes.

    1.3 Curriculum prepares candidates to consistently use formative and summative assessment data to analyze student learning, provide meaningful feedback, and adjust instruction to meet students' needs.

    1.4 Curriculum includes relevant subject matter content grounded in the TEKS and supported with evidence-based, content pedagogical strategies and resources.

    1.5 Curriculum includes building candidates' awareness, understanding, and use of high-quality K-12 instructional materials.

    1.6 Curriculum includes ethical and professional standards that support candidates' reflections and professional growth in becoming an ethically responsible, collaborative, student-centered educator.

Essential Action 2

2. **Curriculum is aligned to practice-based experiences, and opportunities to practice skills are embedded throughout the program.**

    2.1 Curriculum is purposefully sequenced to build from basic skills to more complex ones and reflects the iterative nature of learning to be an effective teacher.

    2.2 Curriculum includes opportunities for internalization and delivery of lessons, using high-quality K-12 instructional materials during coursework and practice-based experiences.

    2.3 Curriculum includes opportunities for practice that are authentic, job-related, and job-embedded, begin early in the program, and include opportunities to receive feedback and adjust practice.

Essential Action 3

3. **The curriculum prepares candidates to meet the diverse academic and developmental needs of all students.**

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

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

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

    3.4 Curriculum prepares all 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.

Training and Support

Essential Action 1

1. **The program provides relevant (e.g., aligned with their partner LEAs and schools' vision and goals), data-informed training for their faculty/instructors and staff to best meet the needs of their teacher candidates and the school communities in which they serve.**

    1.1 The program consistently examines data to inform the selection of training and support for their faculty/instructors and staff.

    1.2 The program uses data to inform and consistently provide individualized feedback and support for their faculty/instructors and staff.

    1.3 The program's faculty/instructors often engage in training aligned to the program and LEA partners' instructional priorities.

    1.4 The program's faculty/instructors engage in LEA and school partners' professional development opportunities to ensure the program's goals and instruction are aligned with their partner schools' vision and goals.

Essential Action 2

2. **The design and delivery of practice-based experiences is coherent and aligned to the curriculum, Texas Teacher Standards of effective practice, and the program's teacher competency framework.**

    2.1 Practice-based experiences incorporate practices that are explicitly tied to program curriculum and competencies.

    2.2 Practice-based experiences are scaffolded and provide candidates with opportunities to apply learning from program curriculum.

    2.3 Programs coach and monitor candidate development aligned to the program curriculum and competencies and assess candidate content knowledge, pedagogical skills, dispositions, and professionalism throughout the practice-based experience.

Essential Action 3

3. **The implementation of practice-based experiences ensure that candidates meaningfully practice and demonstrate mastery of teaching skills.**

    3.1 Early practice-based experiences provide candidates with opportunities to work with diverse student populations in multiple classrooms across the grade bands for which they are seeking certification.

    3.2 Practice-based experiences include opportunities to practice curriculum-based lesson planning and internalization, delivering instruction, and administering and analyzing assessment across supervised opportunities to directly interact with students.

    3.3 Early practice-based experiences include scaffolded opportunities for co-teaching and a gradual release of instructional responsibility to the candidate over time and as they demonstrate mastery of key competencies.

    3.4 Practice-based experiences provide candidates with opportunities to reflect, ask questions, and get feedback from field supervisors, mentor teachers, and campus leadership.

Essential Action 4

4. **Teacher candidates are supported and coached by trained supervisors, faculty/instructors, and high-quality mentor teachers who are calibrated on the teacher candidate evaluation tool and have demonstrated proficient coaching and feedback practices.**
   4.1 Programs and partner LEAs have an agreed upon and codified high quality mentor teacher selection criteria (e.g., effective practitioners, proficient coaches) and co-select high-quality mentor teachers.
   4.2 Programs and partner LEAs train mentor teachers in the policies and practices of the program and establish structures to support the mentor's ability to engage regularly and consistently mentor their candidate.
   4.3 Programs select, train, and consistently monitor the effectiveness of high-quality faculty and field supervisors.
   4.4 High-quality faculty/instructors and field supervisors are embedded within the LEA partner sites, consistently support, coach, and evaluate teacher candidates, and make adjustments to coursework and training based on candidate performance trends.
   4.5 All parties are trained and calibrated on the teacher candidate evaluation tool, demonstrate proficient action coaching and feedback practices, and consistently collaborate to inform candidate supports.

Essential Action 5

5. **Teacher candidates engage in yearlong practice-based experiences alongside a high-quality mentor teacher in settings that are representative of the schools and students they will serve.**
   5.1 Practice-based experiences happen in settings that are 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.
   5.2 Practice-based experiences span at least two complete semesters and include multiple opportunities for observations, co-teaching, strategic evaluation and at least one full semester of practice under the guidance of a high-quality mentor teacher.
   5.3 Practice-based experiences provide opportunities for candidates to experience the beginning and end of the school year.
   5.4 Programs and LEA partners collaboratively establish staffing models that enable sustainable funding of stipends for candidates during their practice-based experiences.

Progress Management and Candidate Development

Essential Action 1

1. **Teacher candidates are provided regular opportunities to demonstrate mastery of knowledge and skills aligned to the Texas Essential Knowledge and Skills, Educator Code of Ethics, Texas Teacher Standards, State certification exams, and applicable teacher evaluation systems.**
   1.1 Multiple, varied measures (e.g., formative, performance, competency-based) are used by programs to assess candidate progress and provide continuous improvement opportunities for teacher candidates.
   1.2 Programs design and/or adopt evaluation instruments to measure mastery of practice-based knowledge and skills to reflect the iterative process for candidate development.
   1.3 Programs assess candidates using valid, reliable, fair, calibrated, and consistent evaluation instruments.

Essential Action 2

2. **Teacher candidates receive regular, actionable formative feedback, coaching and support during practice-based experiences.**
   2.1 Feedback is detailed and supported by evidence, growth-oriented, and actionable, and is aligned to specific TEKS, teacher competencies, and the educator preparation curriculum.
   2.2 Throughout the program, teacher candidates receive feedback from multiple, supportive personnel (e.g., EPP faculty/ instructor, program-level supervisor, campus-level supervisor and administrator, mentor teacher) who have consistent expectations for teacher candidate growth.
   2.3 Feedback generates opportunities for teacher candidates to reflect on high-quality teaching practices, their own teaching and effects on students' learning, and continuous improvement for both the teacher candidate and students.
   2.4 Teacher candidates are evaluated and coached by supportive personnel (e.g., campus leader, mentor teacher, field supervisor, faculty/instructor) who have demonstrated proficient coaching skills and inter-rater reliability on the district or charter school's teacher candidate evaluation tool(s).
   2.5 Feedback is provided in multiple settings throughout the program (e.g., classroom, coursework) and given in a timely manner (e.g., within 48 hours).

Essential Action 3

3. **Programs monitor teacher candidates' development throughout the program and have an established system for intervening to improve candidate and program performance.**
   3.1 Programs establish quality monitoring benchmarks throughout the program to evaluate candidate performance so that early support and intervention efforts may be implemented. Alternative certification and residency programs collaborate with district partners to identify intervals of the benchmarks.
   3.2 Programs have intervention plans that include targeted and defined supports that address challenges and growth opportunities for candidates.

3.3 A variety of data are collected, analyzed and used, in the aggregate (e.g., for a cohort of candidates) and disaggregate (in ways that are appropriate for the program), to assess the quality of the curriculum and practice-based practice opportunities so that the program and candidates may continuously focus on improvement.

P-12 Partnerships

Essential Action 1

1. **Formal partnerships have been established with LEAs that include collaborative candidate recruitment, training, placement, hiring, and support for new teachers.**
   1.1 Partners have an articulated partnership agreement that includes data-informed shared vision and goals, areas of mutual interdependence, and detailed roles and responsibilities.
   1.2 Partnerships result in candidate pipelines aligned to district needs (grade levels, subject areas, and school settings) and support LEA talent strategies (e.g., teacher apprenticeship models, grow your own pathways).
   1.3 Preparation curriculum and training is aligned with LEA partner curricular materials and coaching protocols.
   1.4 Partners collaboratively select schools for practice-based experiences, focusing on schools that serve historically underserved communities.
   1.5 Partners provide targeted, personalized support for candidates' transition to induction, and long-term coaching is provided to support new teachers' professional goals and growth in their early years of teaching.

Essential Action 2

2. **Partners engage in ongoing collaborative governance structures that include exchanging data and information to plan, monitor, and improve partnership activities that support new teachers.**
   2.1 Partners collect quantitative and qualitative data that include multiple sources of high-quality internally and externally validated data that inform and foster partnership activities to support new teachers.
   2.2 Partners share data (e.g., teacher performance data) and productively use the data to create partnership action plans with measurable goals and monitor ongoing progress that support new teachers' professional growth.

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