

Item 14:

Discussion of Effective Preparation Framework Development

DISCUSSION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) with an opportunity to discuss the Board's vision for educator preparation program (EPP) quality and an update on the process to develop an Effective Preparation Framework (EPF).

STATUTORY AUTHORITY: The statutory authority for educator preparation program quality is the Texas Education Code (TEC), §21.031.

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

FUTURE ACTION EXPECTED: Texas Education Agency (TEA) staff anticipates presenting a final draft of the EPF, reflective of key practices demonstrated by high-quality educator preparation programs, at the December 2022 SBEC 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 an EPF – a framework that distinguishes effective preparation practices that yield improved outcomes for school children, future educators, local school districts, and EPPs.

A summary of the EPF's purpose and proposed functions can be found in Attachment I.

Update on the EPF Development and Stakeholder Engagement

At the April 2022 SBEC meeting, TEA staff provided an update to the SBEC in terms of the stakeholder engagement, representative of diverse stakeholder groups, that had occurred and would continue to occur throughout the summer of 2022. The purpose of the stakeholder engagement was to further refine the EPF and to ensure the EPF reflects the foundational components of high-quality educator preparation practices for all EPPs.

A summary of the stakeholder engagement, feedback, and guidance provided to date by the SBEC, SBEC's Educator Preparation Stakeholder Group (EPSG) and their respective professional organizations and EPP colleagues, EPSG's EPF Working Group, Educate Texas' Teacher Preparation Regulatory Committee, EPPs who received commendations, and EPPs

representing Texas' diverse landscape can be found in Attachment II. NOTE: The list comprised of EPSG members serving on the EPF Working Group can be found in Attachment III, and the EPP representatives that participated in August's EPP feedback sessions can be found in Attachment IV.

Proposed Next Steps

At the September 2022 SBEC meeting, TEA staff will bring a draft of the EPF for the SBEC to review, discuss, and provide feedback. Further, TEA staff will continue to conduct stakeholder engagement to review, discuss, and refine the key components of the EPF as outlined in the Updated Draft EPF Development Timeline and Stakeholder Engagement Plan (see Attachment V). At the December 2022 SBEC meeting, TEA staff will present the final draft of the EPF for the SBEC to review and provide feedback.

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.

Staff Member Responsible:

Jessica McLoughlin, Director, Talent Pathways

Attachments:

- I. Summary of the EPF's Purpose and Proposed Functions
- II. Summary of SBEC and Stakeholder Engagement, Feedback, and Guidance for the EPF
- III. List of EPSG's EPF Working Group Participants
- IV. List of EPP Representatives that Engaged in August's EPF Feedback Sessions
- V. Updated EPF Development Timeline and Additional Stakeholder Engagement Plan

ATTACHMENT I

Summary of the EPF’s Purpose and Proposed Functions

Purpose and Proposed Functions of the EPF: The process for developing the EPF allows the SBEC to partner with EPPs and the educational community to establish a clear and common vision for educator preparation best practices that result in strong candidate and student outcomes. Based on the rich experiences of Texas EPPs, the needs and knowledge of LEA stakeholders, and knowledge in the larger field of educator preparation, this framework would provide an aspirational bar for educator preparation quality and a route to get there. Finally, the EPF would capture the most foundational practices that are essential for all 124 Texas EPPs, across program types and contexts.

In practice, the EPF would serve three proposed functions: build a common language for EPP best practices, foster EPP continuous improvement efforts, and support alignment among the SBEC, EPPs, LEAs, and TEA on the foundations of quality educator preparation. A description of the proposed functions and what they could mean for Texas EPPs can be found in the chart below.

Function	Description	What this could mean for Texas EPPs	Initial Work Underway to Support these Functions
Common Language	Would build a common language among the SBEC, TEA, EPPs, candidates and Texas LEAs around the best practices EPPs engage in daily.	<p>All EPPs would share a clear, aspirational vision for educator preparation best practice.</p> <p>The framework could foster collaboration and continuous improvement practices within and across EPPs, grounded in common language.</p> <p>The framework would build a foundation for Texas EPP-LEA partnerships.</p>	Coordination with the Educator Preparation Improvement and Innovation Center (EPIIC) to develop branding and structure for an EPF website that would host the framework content along with exemplars and resources aligned to framework essential actions.
Continuous Improvement	Would support EPP continuous improvement through an aligned continuing approval review process.	<p>The components of the Effective Preparation Framework would be codified in Ch. 228 of SBEC rule.</p> <p>The SBEC could recognize and celebrate EPP innovation and best practices in alignment with the framework.</p>	Coordination with EPIIC to post a Request for Qualification (RFQ) for technical assistance providers to conduct quality EPP reviews, with the intent to pilot quality reviews with a small group of programs (selected via competitive grant) to learn about best practices in quality

		<p>All EPPs are required to engage in a continuing approval review every five years. An updated continuing approval review process could be aligned with the framework and provide meaningful feedback on EPP quality, in addition to ensuring compliance.</p> <p>A framework-aligned continuing approval review could yield prioritized focus areas to inform EPP continuous improvement.</p>	<p>reviews and make recommendations for development of a potential EPF aligned quality review process.</p>
<p>Alignment</p>	<ul style="list-style-type: none"> • Would provide the foundation for alignment of statewide resources and supports to the needs of Texas EPPs. 	<p>TEA could provide and connect programs with meaningful training, resources, and supports in alignment with the framework.</p> <p>External EPP technical assistance providers and organizations could align their resources and supports with the framework.</p>	<p>Establishment of EPIIC as a TEA technical assistance center connect EPPs and LEA partners with high-quality training, resources, and tools.</p> <p>Coordination with EPIIC to offer an ELAR training series open to all EPPs facilitated by Teaching Works, a well-regarded EPP technical assistance and training provider. The training is aligned with foundational best practices that are also reinforced within the draft content of the EPF.</p>

ATTACHMENT II

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

<p>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.</p> <p>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.</p>	
<p>SBEC Member Feedback and Guidance</p>	<p>SBEC members provided TEA staff with the following feedback and guidance:</p> <ul style="list-style-type: none"> • 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
<p>EPSG and EPSG’s EPF Working Group Discussions</p>	<p>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.</p> <p>August 2021 EPSG meeting: TEA staff shared the five components and associated characteristics with EPSG members to review and provide additional input and specificity.</p> <p>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</p>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>June - September 2022 EPSG’s EPF Working Group meeting: EPF working group members spent focused time to:</p> <ul style="list-style-type: none"> • discuss the research and resources for the EPF; • review synthesized feedback collected; and • use the feedback to revise the EPF components. <p>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.</p>
<p>Teacher Preparation Regulatory Committee Discussions</p>	<p>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 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.</p>
<p>EPP Feedback Sessions</p>	<p>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.</p> <p>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</p>

	<p>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?</p>
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ATTACHMENT III**List of EPSG's EPF Working Group Participants**

Last Name	First Name	Organization
Brasher	Donna	Texas Tech University
Burton	Rebecca	Texas Association of Community College Teacher Education Programs (TACCTEP)
Chevalier	Andrea	Association of Texas Professional Educators (ATPE)
Doyle	Heather	Texas Coordinators for Teacher Certification Testing (TCTCT)
Hampton	Rebecca	Inspire Texas, Region 4 Education Service Center (ESC)
Huffman	Lisa	The Texas Association of Colleges for Teacher Education (TACTE)
Martinez-Vazquez	Hjamil	Crowley ISD
McCain	Dominique	Commit Partnership
Rodriguez	Al	Texas Association of School Personnel Administrators (TASPA)
Rozell	Zach	iteachTEXAS
Stocker	Calvin	Texas Alternative Certification Association (TACA)
Sterling	Kristina	Urban Teachers
Ward	Elizabeth	Texas Association of Teacher Educators (TxATE)

ATTACHMENT IV

List of EPP Representatives that Engaged in August's EPF Feedback Sessions

August 11, 2022 EPF Feedback Session		
Last Name	First Name	Organization
Ashmore	Barbara	University of Texas at Dallas
Bronson Rhodes	Shuntrice	Dallas ISD Alternative Certification Program
Brown	Lisa	Austin Community College Teacher Certification Program
Brunswick	Cynthia	Harris County Department of Education: Center for Educator Success
Estrada	Veronica	University of Texas at Rio Grande Valley
Ezzani	Miriam	Texas Christian University
Galvan	Veronica	Excellence In Teaching
Graves	Jennifer	Region 6 Education Service Center
Jimerson	Jo	Texas Christian University
Kucera	Ann	A+ Texas Teachers
McDermott	Andrew	YES Prep Public Schools - Teaching Excellence
McKinley	Shelley	Harris County Department of Education: Center for Educator Success
Mullins	Jada	Region 6 Education Service Center
Nesmith	Suzanne	Baylor University
O'Meara	James	Texas A&M International University
Queen	Rae	Teachworthy
Radigan	Judy	Rice University - Glasscock School
Rodriguez	Linda	Region 1 Education Service Center
Salazar	Lucia	Dallas ISD Alternative Certification Program
Skerrett	Allison	The University of Texas at Austin
Swoyer	Jennifer	University of Texas at San Antonio

Torres	Dalia	Region 2 Education Service Center
Vriesenga	Michael	University of Texas at San Antonio
Walsh	Amy	Region 13 Education Service Center
Whitford	Sheila	Rice University
Williams-Ledet	Chaney	Harris County Department of Education: Center for Educator Success
Wyatt	Tina	Region 14 Education Service Center
Swoyer	Barbara	University of Texas at Dallas
Torres	Shuntrice	Dallas ISD Alternative Certification Program
August 15, 2022 EPF Feedback Session		
Last Name	First Name	Organization
Amaya	Barbara	Region 19 Education Service Center
Brezinski	Heather	Texas A&M - San Antonio
Clouse	Scarket	Angelo State University
Conrad	Laura	McLennan Community College
Cooper	Leslie	Region 20 Education Service Center
Corn	Misti	Texas A&M University - College of Education and Human Development
Dykes	Frank	University of Texas at Tyler
Evangelista	Tamara	Abilene Christian University
Hartman	Sarah	Wayland Baptist University
Haynes	Camita	Wiley College
Kuklies	Kimberly	Texas A&M University - Central Texas
Leavell	Alexandra	University of North Texas
Martin	Erin	TNTP
Mein	Erika	The University of Texas at El Paso
Miller	Brenda	Arlington Baptist University

Nerren	Jannah	Stephen F. Austin State University
Rocha	Patricia	Texas State University
Rodriguez	Diana	Sul Ross State University - Alpine
Saffold	Kimberly	McLennan Community College, Alternative Teacher Certification Program
Scales	JoAnn	Wiley College
Silva	Lance	Region 11/GoTeach11 - Education Service Center
Talley	Stephanie	Abilene Christian University
Teran	Jesus	Region 19 Education Service Center
Vickery	Amanda	University of North Texas

ATTACHMENT V**Updated EPF Development Timeline and Stakeholder Engagement Plan**

January 2022	<ul style="list-style-type: none"> • EPSG Meeting: Discuss plan to solicit feedback on draft EPF components from professional organizations represented in EPSG
February 2022	<ul style="list-style-type: none"> • SBEC Meeting: Discussion Item, EPF update • EPSG Members solicit feedback, resources, and research on EPF components
March 2022	<ul style="list-style-type: none"> • EPSG Members solicit feedback, resources, and research on EPF components
April 2022	<ul style="list-style-type: none"> • EPSG's EPF Working Group: Review feedback, resources, and research collected from EPSG members' respective professional organizations and colleagues to propose additional and/or refine EPF components • SBEC Meeting: Discussion Item, EPF update
May 2022	<ul style="list-style-type: none"> • EPSG Meeting: Review feedback collected from EPSG's stakeholder groups and provide additional feedback • EPSG EPF Working Group: Review and synthesize feedback, collected to date, to further develop the draft EPF components
June 2022	<ul style="list-style-type: none"> • EPSG's EPF Working Group: Continue to develop the draft EPF components based on feedback collected from EPSG and their stakeholder groups
July 2022	<ul style="list-style-type: none"> • EPSG's EPF Working Group: Review and synthesize feedback collected from regional and EPP commendation sessions • EPF ready for Regional and EPP Commendation Feedback Sessions
August 2022	<ul style="list-style-type: none"> • Regional and EPP Commendation Feedback Sessions • EPSG Meeting: Share feedback session findings and recommended edits to the draft EPF components
September 2022	<ul style="list-style-type: none"> • EPSG EPF Working Group: Use consolidated feedback from EPP feedback session to begin finalizing the draft EPF • EPF ready for statewide survey • SBEC Meeting: Discussion Item, EPF update
October 2022	<ul style="list-style-type: none"> • CSOTTE Meeting: Discuss components of the draft EPF and complete the statewide EPF survey • Launch the statewide EPF survey more broadly across Texas • EPSG's EPF Working Group: Share statewide survey results and next steps to finalize the EPF
November 2022	<ul style="list-style-type: none"> • Final EPF draft ready for SBEC review
December 2022	<ul style="list-style-type: none"> • SBEC Meeting: Discussion item, EPF final draft