

TVTF Work Group: Improving Teacher Preparation





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Welcome and Introductions



Introductions:

Name

Role & Tenure

Location

Why did you choose the

Improving Teacher Preparation group?



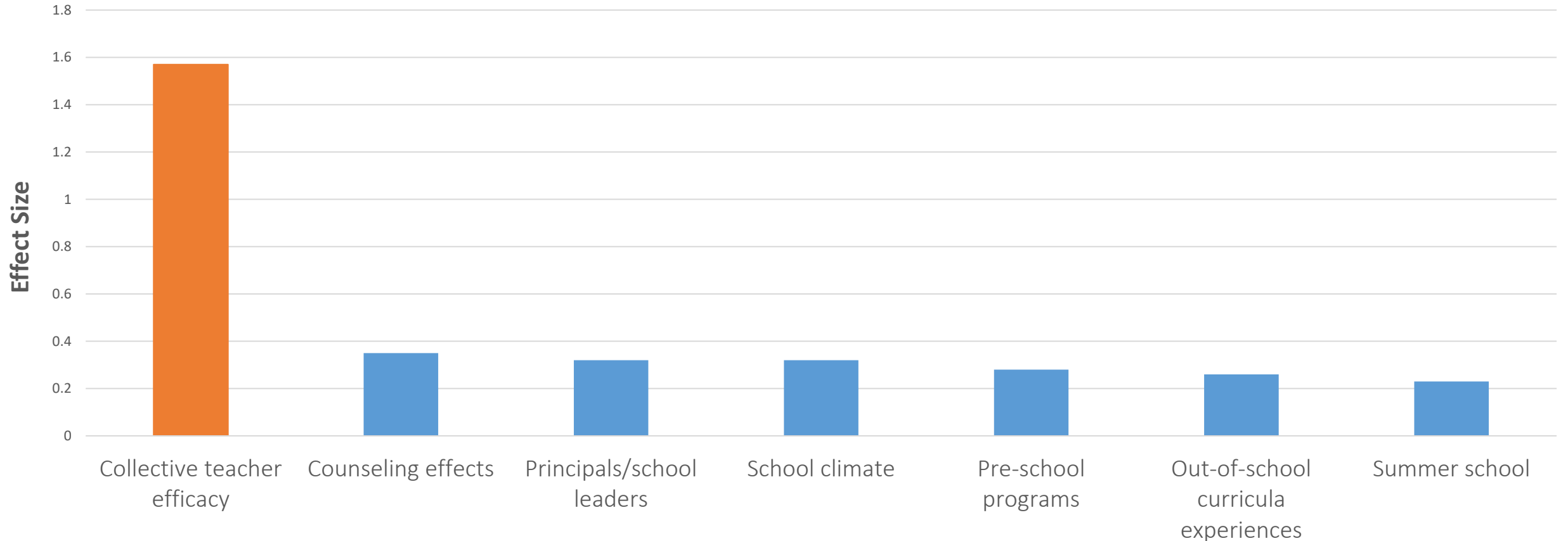
TVTF Work Group: Improving Teacher Preparation

Purpose and Goals

- Explore the current teacher preparation landscape and the impact of teacher preparation on the readiness and retention of novice teachers.
- Better understand the interconnected relationships between educator (teacher) preparation programs (EPPs), school districts, and policy makers in ensuring novice teachers enter the classroom prepared to meet the needs of their students.
- Consider potential recommendations for improvements in teacher preparation aligned to increasing teacher readiness and promoting teacher retention.



Teacher Quality Matters. EPPs are Responsible For New Teacher Quality

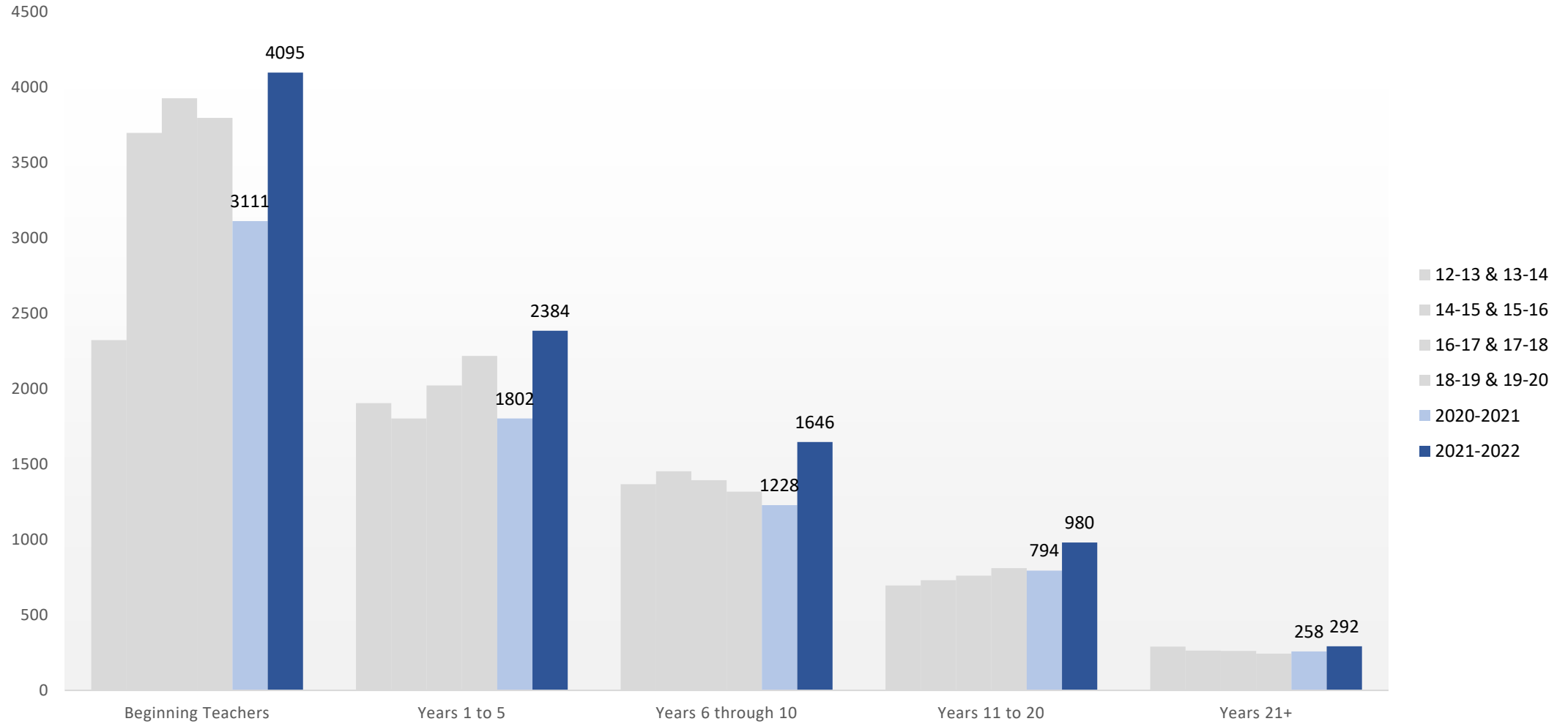


Teachers are the most important in-school factor impacting student outcomes

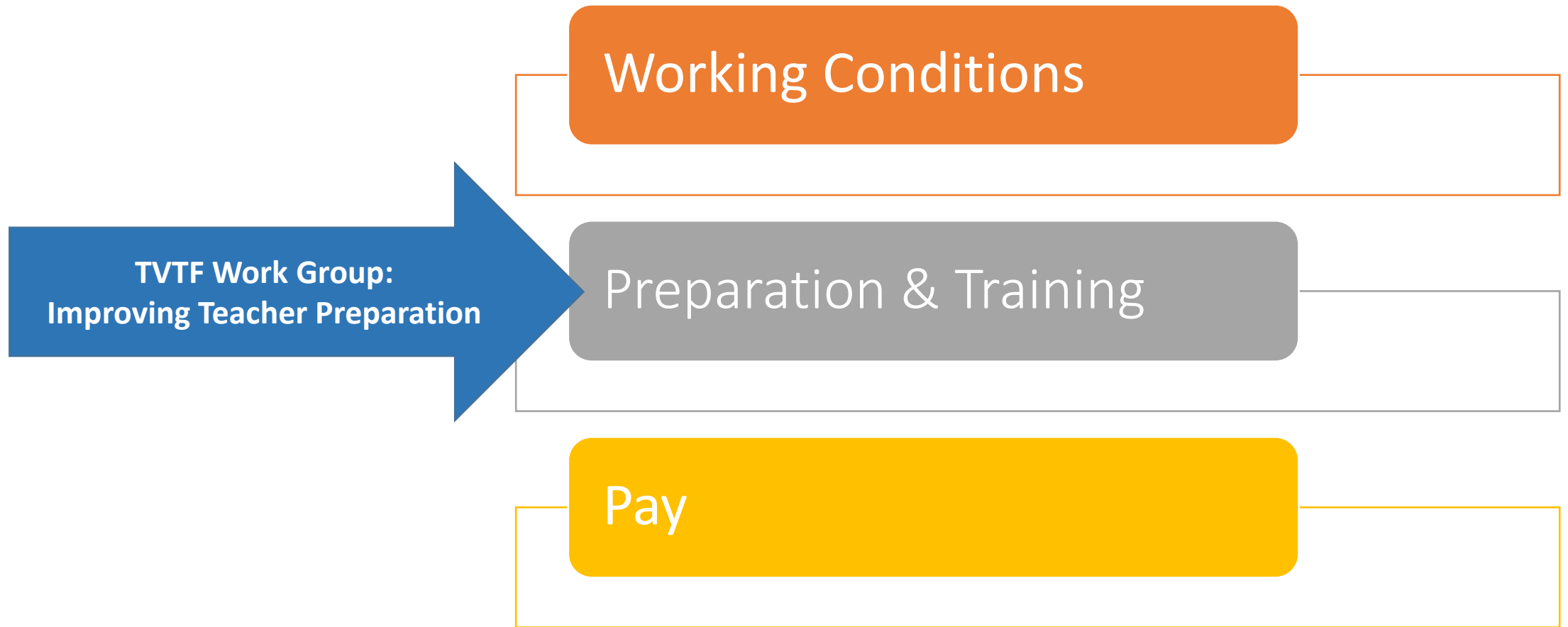


New and Novice Teacher Retention is a Significant Contributor to the Teacher Vacancy Issue in Texas

Average Count of Exiting Teachers by Experience Level



Challenges Impacting Retention



Improving Educator Preparation: Big Picture Goals



1. Make educator certification **meaningful** and **consistent, regardless of preparation pathway.**
2. **Authentically align** certification with classroom practices and competencies.
3. Ensure **effectiveness** and **accelerate** development of new teachers

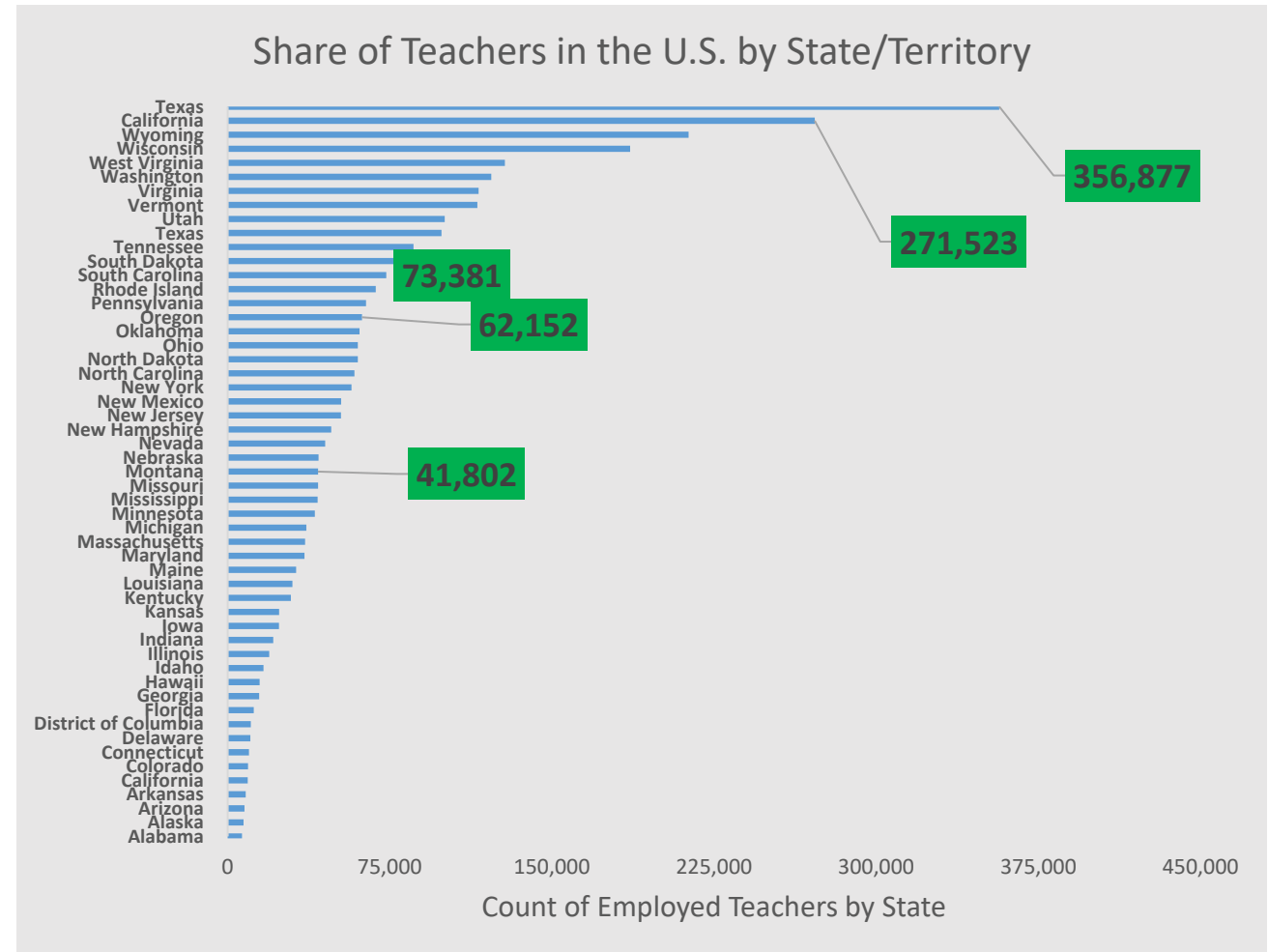
11:00-11:45am	Context Building / Landscape Overview
11:45am-12:15pm	Break for Lunch
12:15 – 12:30pm	Debrief Pre-Work: NCTQ Ed Prep Policy Overview
12:30 -1:10 PM	1st Panel Discussion: Educator Preparation Programs
1:10-1:50 PM	2nd Panel Discussion: Educator Preparation & Policy Organizations
1:50-2:20PM	Synthesize Key Takeaways and Prepare for Share Out
2:20-2:30PM	10 Minute Break (Return to Whole Group at 2:30pm)



Texas' Teacher Preparation Landscape: Pathways to the Classroom

Texas has the largest teacher labor market and teacher preparation system in the U.S.

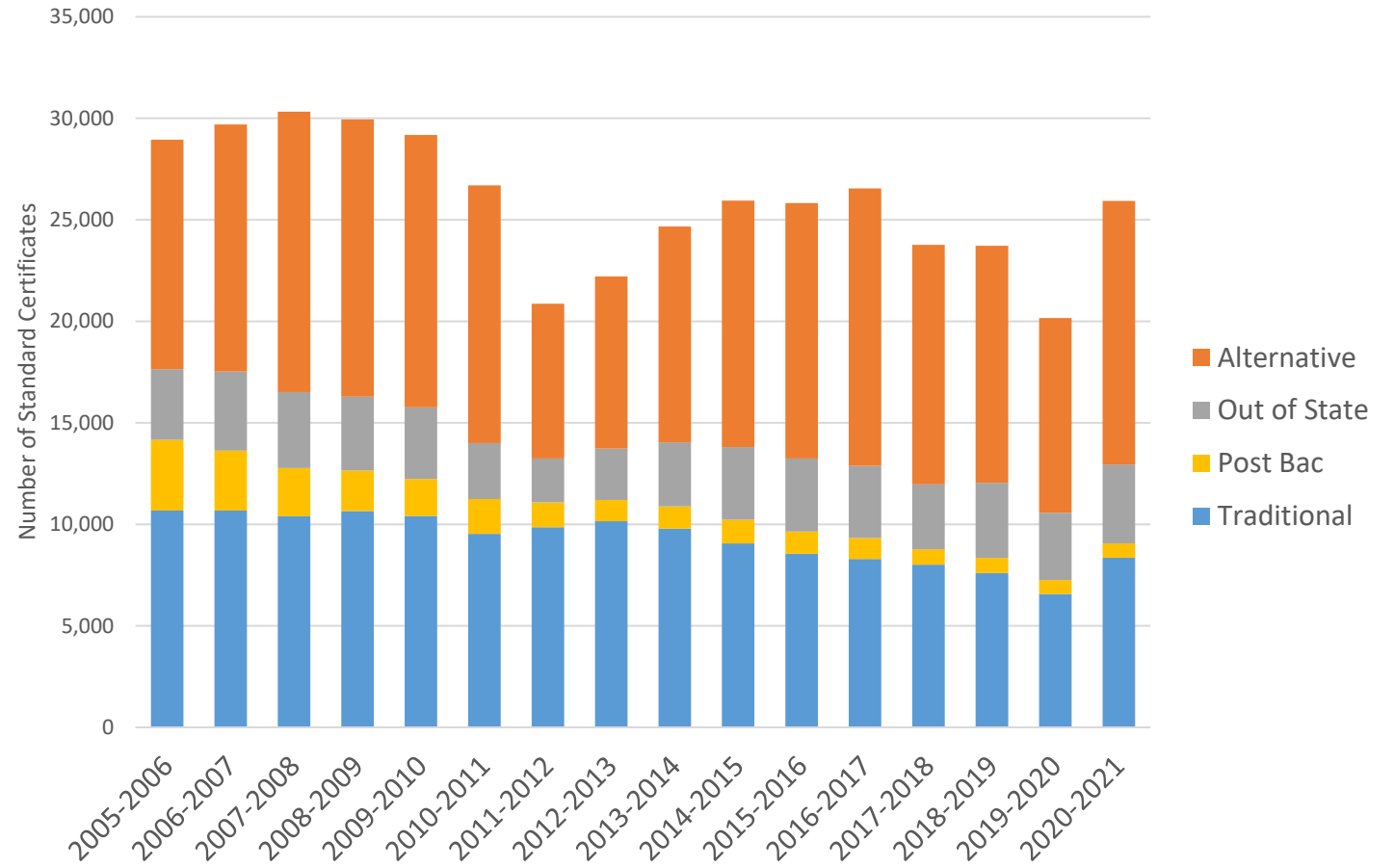
- Texas public schools employ the most teachers in the country
- More than 10% of the U.S. public school teaching workforce



Data from U.S. Department of Education, 2019. https://nces.ed.gov/programs/digest/d20/tables/dt19_208.30.asp

- Over 120 providers
 - Undergraduate
 - Post-Bac (MA)
 - Alternative Certification at IHEs, non-profit, for profit

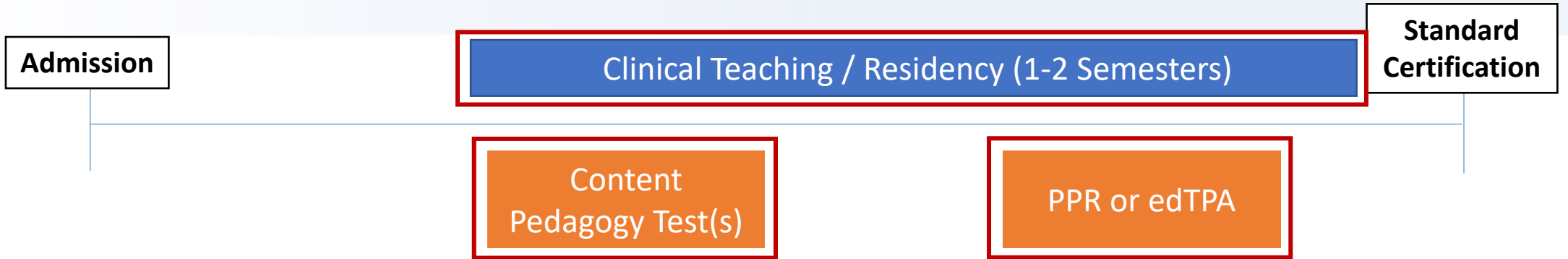
- Alt Cert programs account for growing share of new teachers annually (~50%)



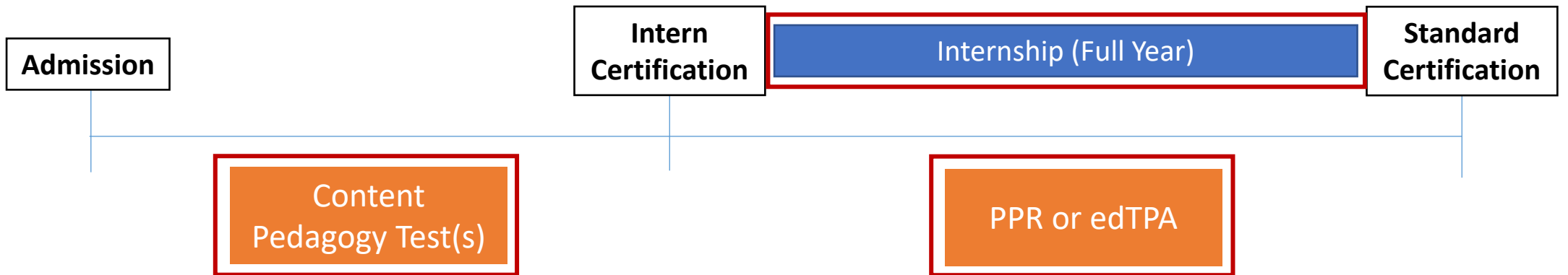


Process for Obtaining Standard Certification in Texas

Traditional



Alternative Certification



Districts have access to a range of hiring and placement flexibility to meet immediate needs

7 Ways to Qualify an Uncertified Teacher

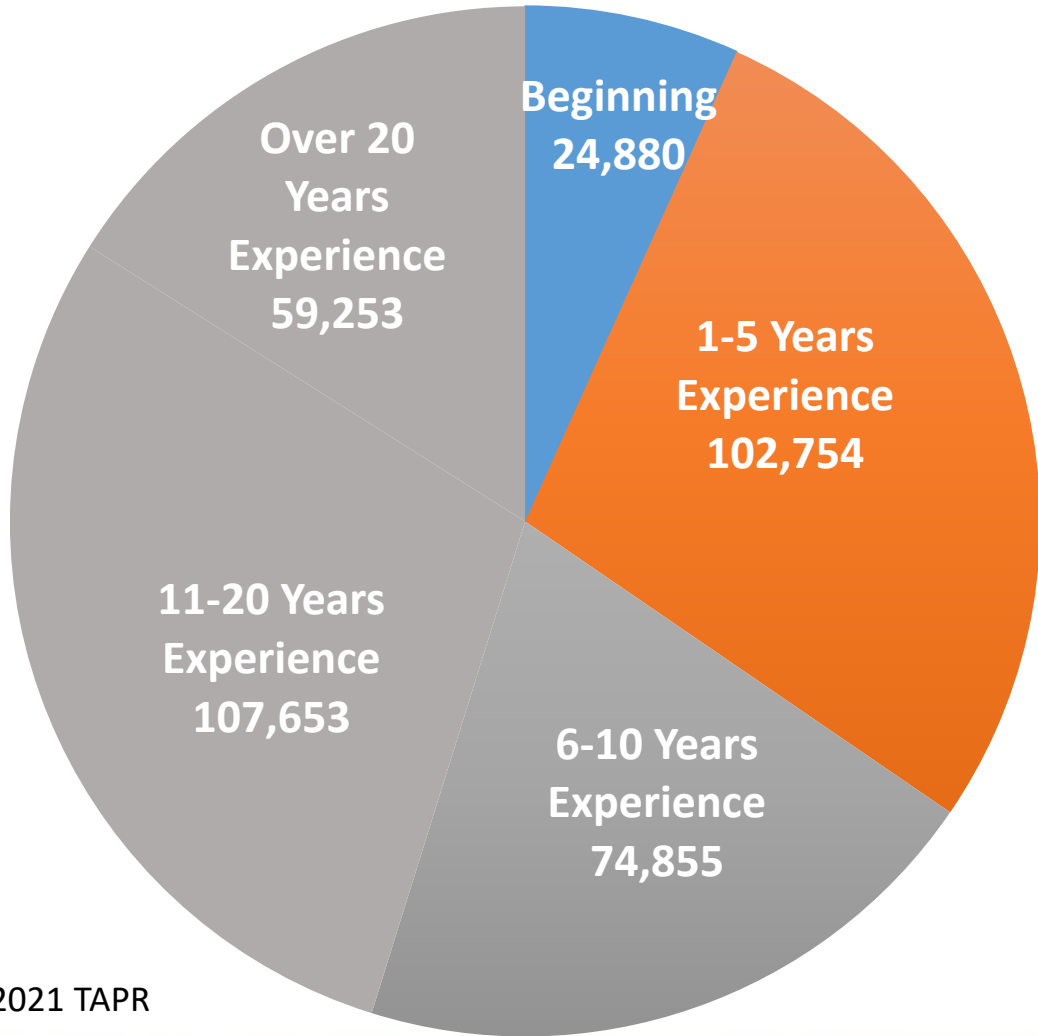
- Alternative certification program (ACP)
- District of Innovation
- Temporary Classroom Assignment Permit (TCAP)
- Nonrenewable permit
- Texas Education Agency (TEA) waiver
- School district permit
- Emergency certification

<https://www.tasb.org/services/hr-services/hrx/recruiting-and-hiring/7-ways-to-qualify-an-uncertified-teacher.aspx>

A graphic consisting of a yellow rectangular box with a blue border. The box is centered horizontally and partially overlaps a blue semi-circular shape above and below it. Inside the yellow box, the words "District of Innovation" are written in a blue, serif font, with each word on a new line.

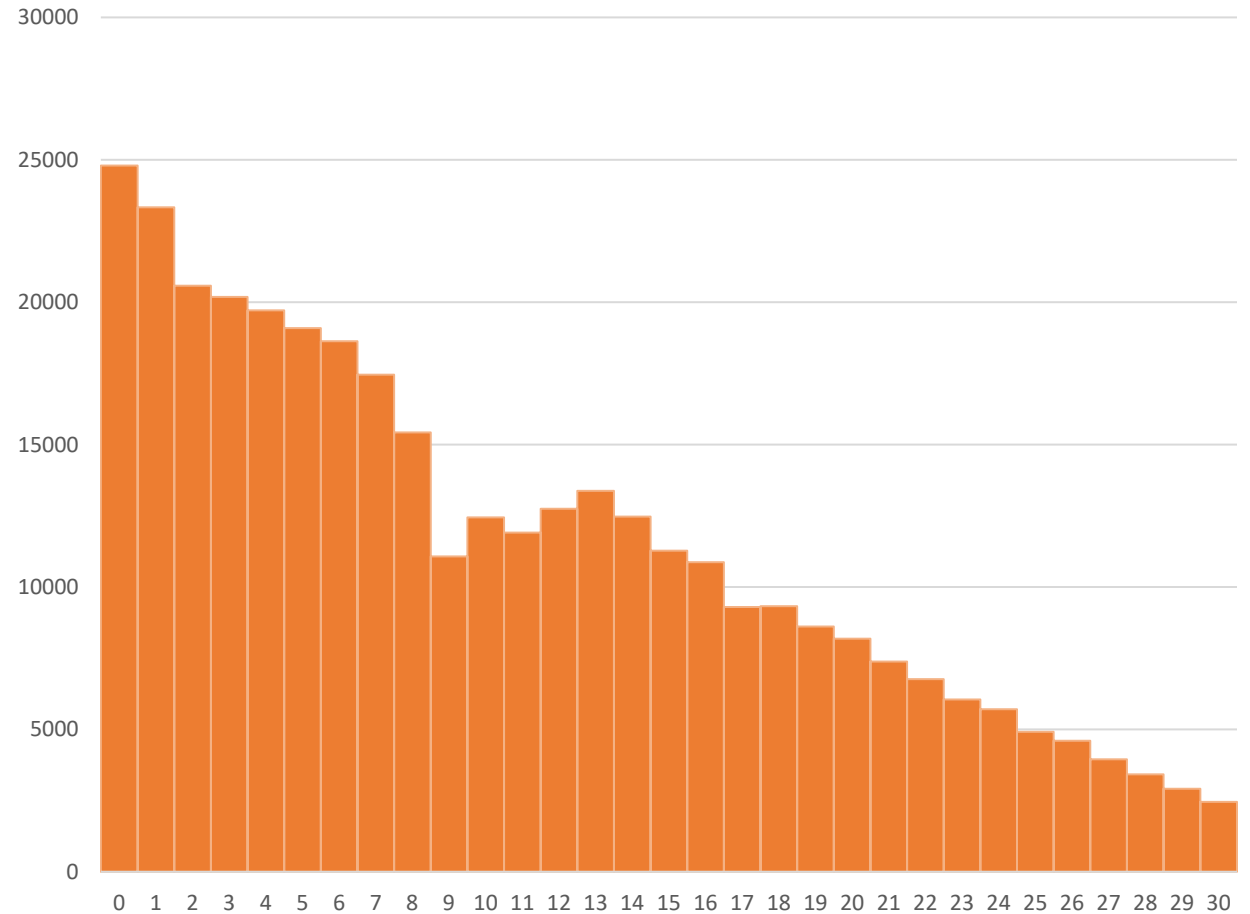
District of Innovation

There are a lot of novice teachers

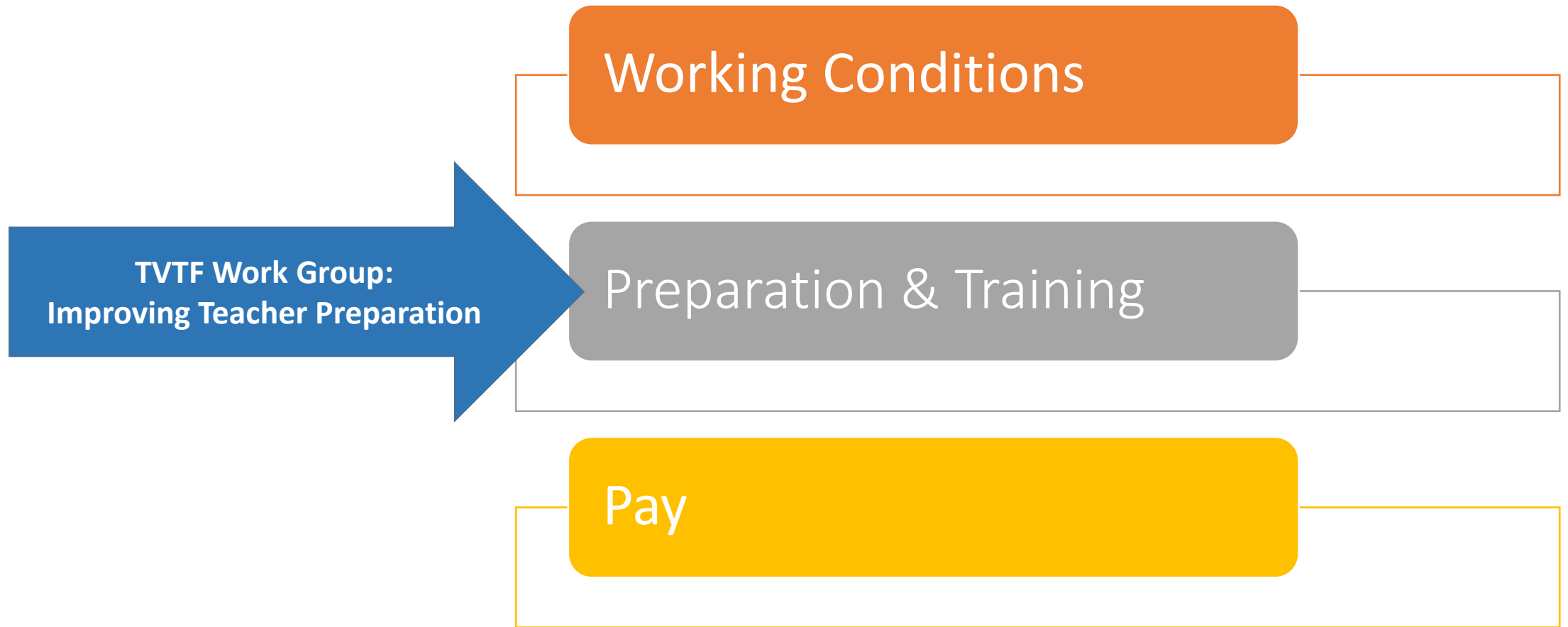


2020-2021 TAPR

Teacher Years of Experience in 2021



Our Opportunity





Texas' State Board for Educator Certification (SBEC): Role, Responsibilities and Recent History

The State Board for Educator Certification (SBEC) Overview



SBEC

Purpose and Charge: To grant educators the authority to govern their profession, ensuring candidates for certification have demonstrated the knowledge and skills necessary to improve the performance of the diverse student population of this state

SBEC Authority: The SBEC regulates and oversees, through its rulemaking process, all aspects of:

- Educator Preparation and Certification
- Continuing Education
- Standards of Conduct

The SBEC Composition:

- 15-member board (11 voting / 4 non-voting)

Ensure new teachers are ready to teach by requiring candidates to...

“demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.”

TEC 21.031 (b)

Core Principles Related to Educator Preparation and Certification

We believe...

1. student success is primary.
2. we must ensure the safety and welfare of Texas's diverse student population
3. well-prepared educators are essential.
4. high certification standards are essential for ensuring consistency and effectiveness among educator preparation programs.
5. standards should be measured by rigorous, relevant, valid, and reliable assessments.
6. certification programs should be held to the same accountability standards.
7. certification programs should have transparent systems for continuous improvement.
8. we are accountable to all Texas stakeholders and their input is essential.
9. we must continually improve our policies and processes in response to changing needs.
10. certified educators hold a unique position of trust with students; therefore, educators must be held to the highest standards of ethical conduct.

Texas Education Agency in Providing Administrative Support to SBEC (TEC §21.035)

TEA's Role in Supporting SBEC



Develops and presents agenda items to the SBEC and SBOE



Directs daily services regarding certification, educator preparation, and continuing education for educators, school districts, educator preparation programs, the public, and policy makers



Investigates and enforces educator disciplinary cases



Implements legislation and provides legislative testimony



Conducts stakeholder meetings



Develops the educator assessments and manages the testing contract.



Aligned Policy Improvements

Improving teacher preparation requires a system of aligned policies and incentives

Implement rigorous, authentic certification exams that drive and provide transparent, quantitative evidence of the quality of educator preparation, including STR and **edTPA**.

**1. Rigorous,
Authentic
Educator
Certification
Exams**

Hold EPPs accountable for candidate performance on certification exams, student growth, candidate support, and candidate and principal feedback.

**2. ASEP
EPP Accountability**

Support the development and scale of high-quality teacher residency programs.

**4. Recognize and
Expand Strong
Preparation
Practices**

Support EPP continuous improvement through a shared vision for high quality educator preparation that informs approval and ongoing review.

**3. Effective
Preparation
Framework**

Improvements in Teacher Preparation

Educator Preparation

- More training prior to being teacher of record
- Requiring candidates to receive more support
- Commendations for high-performing EPPs
- Requiring more clinical experiences
- Additional ASEP indicators including student growth and teacher survey*
- Alignment of surveys with T-TESS
- EPPs accountable for PPR

Testing

- Principal as instructional leader's performance assessment
- edTPA performance assessment pilot (going before SBOE in June)
- Increase rigor and specialization on certification exams

Certification

- Content knowledge prior to teacher of record
- English language proficiency for out-of-country candidates
- Principal as instructional leader requirements
- Updating educator standards
- Allowing educational aides to use instructional time as student teaching
- Specialized SPED certifications*

Continuing Education

- Auditing of CPE hours
- Adding grief and trauma CPE training



Lunch Break

What were some of your key takeaways from this article?

Teacher Preparation Policy

By Hannah Putman & Kate Walsh

MARCH 2021

Contents:

Executive Summary
Introduction
Admission into teacher prep
Diverse enrollment in teacher prep
Knowledge of early reading
Knowledge of content areas
Performance assessments
Clinical practice and student teaching
Conclusion and recommendations
Acknowledgements
Endnotes
Appendix

EXECUTIVE SUMMARY

Children across the country face unprecedented levels of missed instruction as a result of the pandemic. As millions of students and teachers continue remote learning, experiment with hybrid models, and ultimately return to their classrooms, our nation has a greater need than ever for teachers who have the skills to address the challenges ahead.

Unfortunately, the COVID-19 pandemic has only further exacerbated the stark inequities of the American education system. The students whose education has been slowed the most by the pandemic have traditionally been and will likely continue to be assigned to classrooms led by the least effective and experienced teachers. With teacher quality as the most important in-school factor contributing to a child's academic success, policymakers simply cannot afford to ignore the critical issue of teacher preparation.

All of our children deserve access to well-prepared teachers with a strong foundation in their subject area, the instructional skills to accelerate learning, and the understanding to support and inspire.

It is incumbent upon teacher preparation programs, therefore, to deliver new teachers that can enter school districts and classrooms ready to provide an excellent education for their students. And, as the regulating



Panel Discussion: Teacher Preparation Programs

Representative Group of Texas' Teacher Preparation Programs



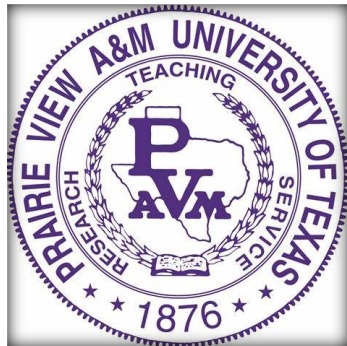
Dr. Sandra Nix



Dr. Rene Ruiz



Zach Rozell



Dr. Beverly Sande



Dr. Carl Sheperis



Dr. Doug Hamman



Introductions: Texas' Teacher Preparation Programs

- Name
- Role
- Pathways in your teacher preparation program
- Number of candidates that complete your program annually
- What you want people to know most about your program (2-3 key aspects)

What is the highest leverage move your EPP has made in the last year to improve teacher readiness?

How do your EPP and district and community partners work together to more effectively recruit, train, and retain teachers?

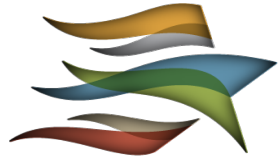
What are the major factors that contribute to candidates enrolling in an EPP but not completing the program and becoming certified?

If you had a magic wand that could improve teacher preparation in Texas, what would your first magic trick be?



Panel Discussion: Teacher Preparation Organizations

Texas' Teacher Preparation and Policy Organizations



EDUCATE TEXAS
at COMMUNITIES FOUNDATION *of* TEXAS

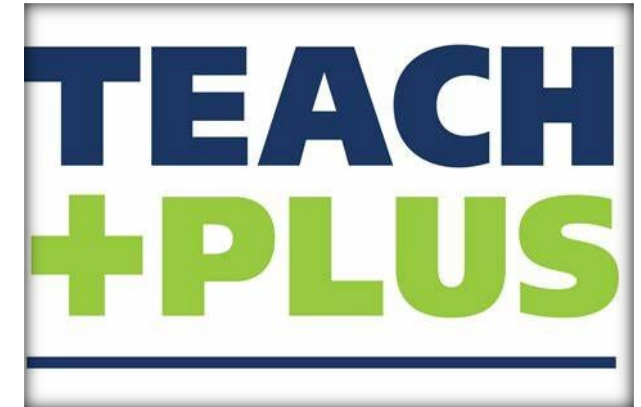
Priscilla Aquino Garza



Jonathan Feinstein



Calvin Stocker



Kevin Malonson



Introductions: Texas' Teacher Preparation Organizations

- Name
- Role
- Tell us briefly how your organization and its work supports teacher preparation in Texas.

Regarding the EPP panel discussion, what resonated with you that you'd like to highlight before we begin engaging in this panel discussion?

Given the broad/diverse EPP landscape in Texas, what are the trends you see in your work related to improving teacher preparation?

What are the most impactful systemic shifts you would recommend that promote teacher quality AND recruitment/retention?

We heard EPPs indicate what early career teachers need but may not be receiving. What additional information have you received and/or what recommendations would you give?

If you had a magic wand that could change teacher preparation in Texas, what would your first magic trick be?



Breakout Rooms:
Synthesize Key Takeaways and Prepare to Share Out

Breakout Rooms: Synthesize Key Takeaways and Prepare to Share with the Whole Group

- What are the biggest aha's we want to share with the broader group?
- Based on our discussion, what are the recurring themes that should inform our recommendations?
- Based on what we've heard, what is the role of EPPs in supporting teacher readiness and retention?
- What additional information do we need first to make impactful recommendations, and what are our next steps to get there?
- Are there opportunities for EPPs to partner with (or better partner with) districts and community partners to support teacher readiness, recruitment, and retention?



Share Key Takeaways



Thank you!