

TVTF Work Group: Improving Teacher Preparation





**Welcome and THANK YOU
for your commitment and
contributions!**

***Please take a moment to re-introduce yourself and send
a warm greeting via the chat!
#kickingthedayofftherightway**



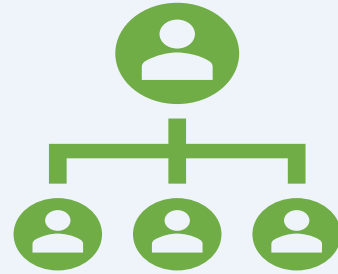


TVTF Work Group: Improving Teacher Preparation

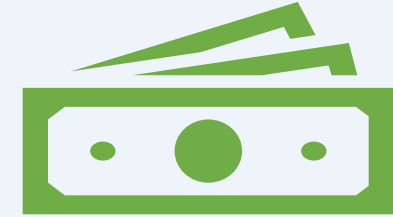
Review Purpose and Goals



**Improving Educator
Preparation**



**Strategic Staffing
Models**



**Compensation
Models**



Understanding the Teacher Experience

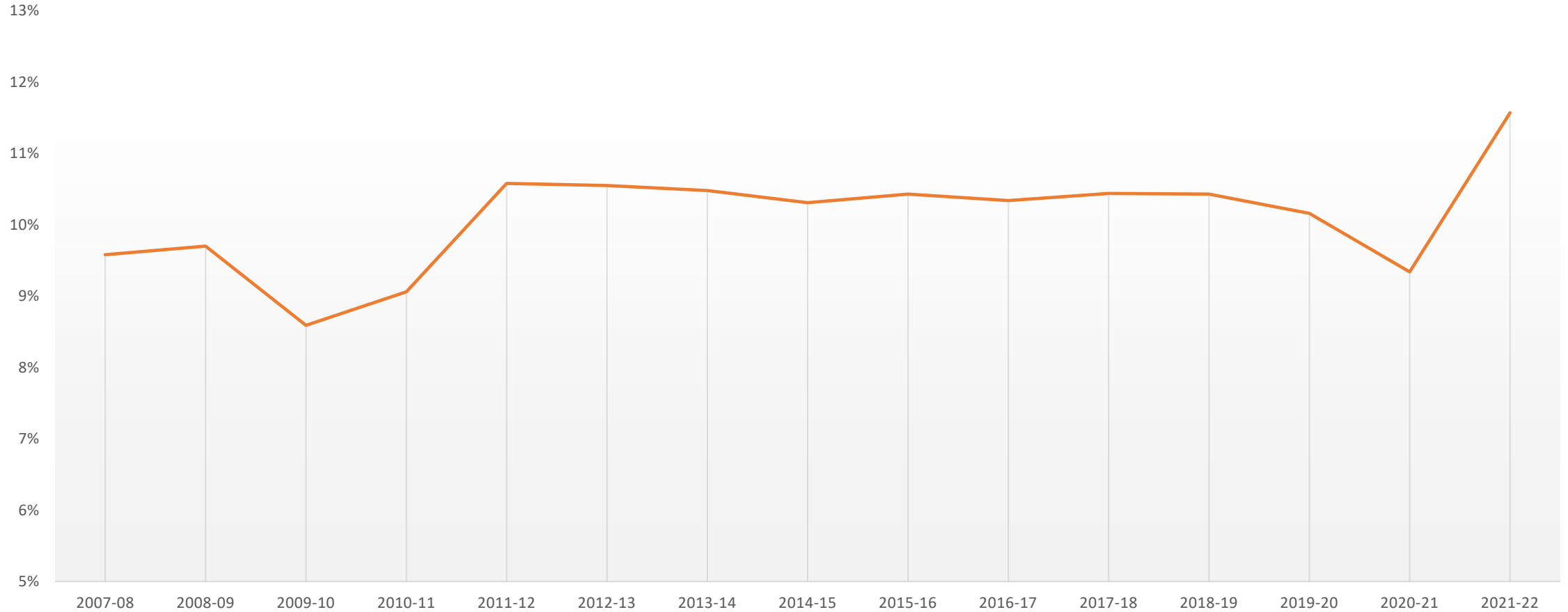
Improving Teacher Preparation Working Group's Purpose

- 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.

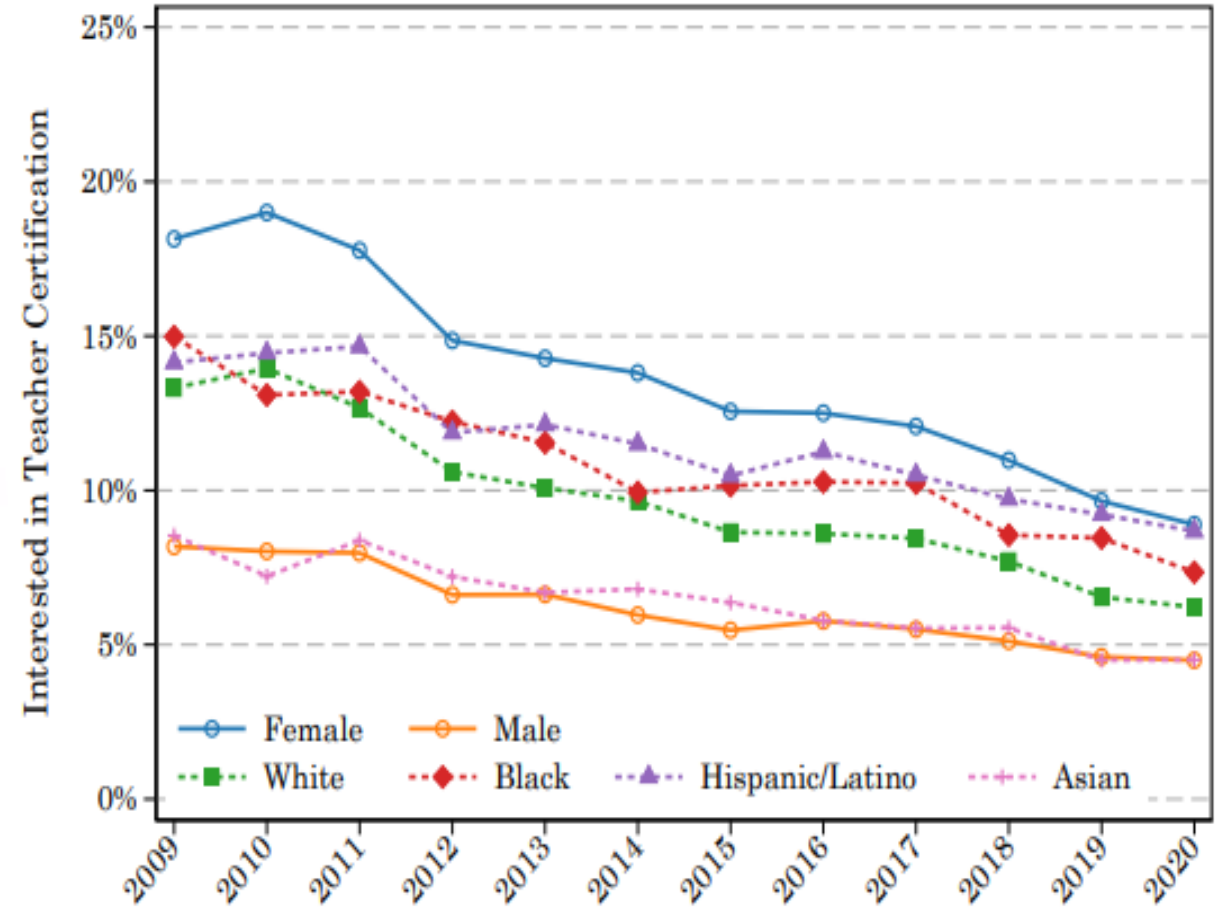
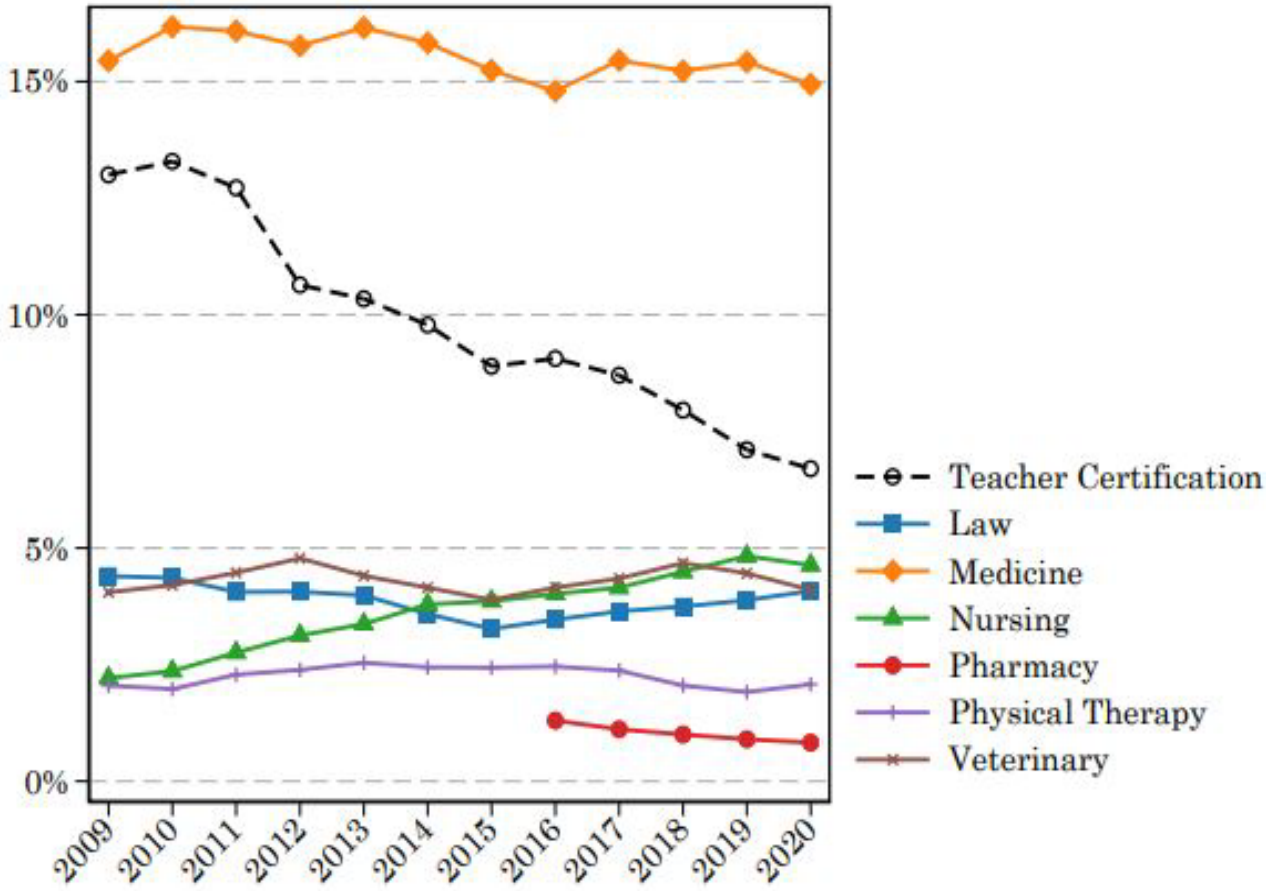


Texas is facing significant retention challenges

Teacher Attrition Percent



Texas is also facing significant recruitment challenges



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

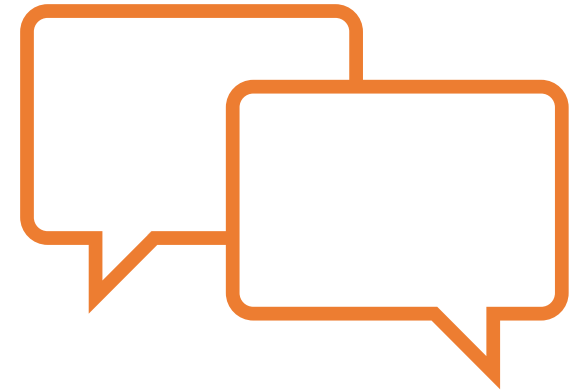


TVTF Work Group: Improving Teacher Preparation

Reflect and Debrief June's TVTF Improving Teacher Preparation Meeting



Reflections from the June TVTF Meeting



- Strengthen EPP/LEA partnerships
- Provide consistent supports for new teachers
- Increase quality of teacher preparation to support teacher readiness and retention
- Improve alternative certification pathway, particularly for candidates in teacher-of-record roles
- Implement incentives and reduce barriers for EPPs, teacher candidates, and potential candidates

Strengthen EPP/LEA Partnerships

- Get clear on what is happening in teacher preparation;
- Strengthen EPP/district relationships so preparation is more closely matched to the needs of the district;
- Ed Prep is not aligned to the reality of the classroom / Disconnect between EPPs and Districts

Summary from June's TVTF, Improving Teacher Preparation, Meeting

- New teacher supports vary within districts and between districts;
- Need consistent/across the state mentor teacher training;
- Provide induction support for new teachers

Provide consistent supports for new teachers

Increase quality in
teacher
preparation to
support teacher
readiness and
retention

- Share the effective recruitment and retention strategies that some EPPs have employed so other EPPs can adopt;
- Need for diversity in preparation;
- Additional ed prep focus needed on SpEd, ESL, Bilingual;
- Increase time in the classroom/ opportunities to practice (e.g., quality residency)

Summary from June's TVTF, Improving Teacher Preparation, Meeting

- More opportunities to practice prior to being recommended for an INT cert;
- Select quality mentor teachers;
- Provide relevant training for mentor teachers;
- Enable coaching protocols;
- Track progress of candidate development and report to site supervisor and school leader(s);
- Field supervisor, mentor, and school leader provide targeted, timely feedback and support for all candidates

Improve
alternative
certification
programs to
support teacher
readiness and
retention

Incentivize and remove barriers for EPPs, candidates, and potential candidates

- Financial support (e.g., pay teacher ed students for their time - subbing, tutoring, clinical teaching; pay for certification exams; grants to cover EPP expenses);
- Compensate mentor teachers;
- Thoughtfully streamline requirements without increasing unnecessary barriers;
- Evaluate what TEA already has in place (e.g., TIA allotment) that can be adapted, updated, etc. to make the profession more attractive



TVTF Work Group: Improving Teacher Preparation

Discuss the Articles Shared as Pre-Work

Articles

Topic 1: Strengthen EPP/LEA Partnerships

Pre-reading: [Renewing Educator Preparation: High Quality Standards for Every Preparation Pathway](#)

Topic 2: Provide consistent supports for new teachers

Pre-reading: [Education First: Ensuring High Quality Teacher Talent](#)

Topic 3: Increase quality of teacher preparation to support teacher readiness and retention

Pre-reading: [National Council for Teacher Quality: Digging Deeper on Teacher Diversity](#)

Topic 4: Improve alternative certification pathway, particularly for candidates in teacher-of-record roles

Pre-reading: [Teach Plus: Teacher Recommendations for Improving Clinical Experience](#)

Topic 5: Implement incentives and reduce barriers for EPPs, teacher candidates, and potential candidates

Pre-reading: [NCTQ: How Are States Making Licensure Test Free to Aspiring Educators](#)

Questions for Discussion

- What generated the biggest AHA when reviewing the pre-work articles, EPP profiles, and/or EPP data you reviewed and why?
- What recommendations, strategies, practices, and/or policies noted in one or more of the pre-work materials caught your attention?
 - How would you prioritize these?
 - What systems of change would it take to implement and scale these across all teacher preparation programs?



**Break (9:50 – 10:00) &
Transition to Main Room for Third Future Schools Discussion
(10:00 – 11:00)**



TVTF Work Group: Improving Teacher Preparation

Today's Goals and How We'll Work to Accomplish Our Goals

1. Engage in rich, productive conversations that address the trends identified in June's working group session:
 - Strengthen EPP/LEA partnerships
 - Provide consistent supports for new teachers
 - Increase quality of teacher preparation to support teacher readiness and retention
 - Improve alternative certification pathway, particularly for candidates in teacher-of-record roles
 - Implement incentives and reduce barriers for EPPs, teacher candidates, and potential candidates
2. Begin to draft a preliminary list of recommendations aligned to the trends identified in June's working group session
3. Identify next steps leading to the October TVTF meeting



TVTF Work Group: Improving Teacher Preparation Oversight for Recommendations

Oversight for Recommendations

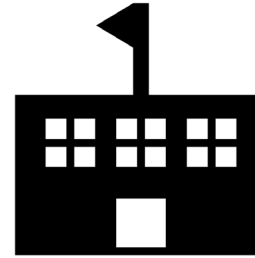
- Statutory changes that require a change in statute or action taken during the legislative session
- Regulatory changes that require a change in rule by the SBOE, SBEC, or Commissioner through the rule-making process
- State-level practice changes that would require a change in practice or implementation by the Commissioner/TEA staff
- District-level practice or policy changes that would require a change in district policy or practices (some of which may require changes in local school board policies)

Oversight for Recommendations



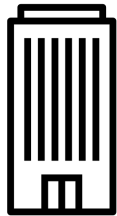
Texas Legislature

Can change laws, affect school finance, and affect agency policy



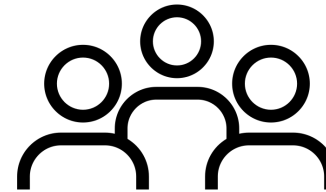
School Districts and Schools

Determines local policy and compensation structure within legal framework. Adopts best practices.



Government Agencies (TEA, TRS, other)

Can adopt policies and rules, provide best practices and technical assistance, executes on laws



Others?

Teacher Associations, Other Professional Associations TA Providers, Civic Organizations, Advocacy and Research.

Oversight for Recommendations

Statutory	Regulatory	State-Level Practice	District-Level Practice
Governor of Texas	Commissioner of Education/SBOE/SBEC/TEA Staff	Commissioner of Education/TEA Staff	Superintendent/Board of Trustees
Texas Legislature Members 31 senators; 150 representatives <ul style="list-style-type: none"> Senate Committee on Education House Committee on Public Education 	<ul style="list-style-type: none"> SBOE oversees K-12 curriculum and standards SBEC oversees educator preparation and certification Commissioner Rules support SBOE and SBEC 	<ul style="list-style-type: none"> TEA/THECB/TWC Commissioner connections SBOE/SBEC supports aligned in rule 	Districts and Staff Educational Community
<ul style="list-style-type: none"> Bill Development Committee Meetings Public Hearings/Testimony 	<ul style="list-style-type: none"> Stakeholder Engagement Public Hearings/Testimony Rulemaking 	<ul style="list-style-type: none"> Stakeholder Engagement Public Hearings/Testimony 	<ul style="list-style-type: none"> Stakeholder Engagement Public Hearings/Testimony
<ul style="list-style-type: none"> Governor signs legislation Effective date 	<ul style="list-style-type: none"> Final adoption of rules Implementation 	<ul style="list-style-type: none"> Final adoption of policies Implementation of practice 	<ul style="list-style-type: none"> Final adoption of policies Implementation of practice

How We'll Work to Accomplish Our Goals

Time	Action
11:20 – 12:00	Round 1: Breakout Groups – 1 per “Summary of Input and Participation”
12:00 – 12:30	Lunch
12:30 – 1:00	Whole Group – Small groups present recommendations from breakout group discussions
1:00 – 1:40	Round 2: Breakout Groups – 1 per “Summary of Input and Participation”
1:40 – 1:45	Break
1:45 – 2:15	Whole Group – Small groups present recommendations from breakout group discussions
2:15 – 2:30	Synthesis and Preparation for Whole Group in Main Room & Next Steps
2:30 – 2:45	Break & Transition to Main Room

Next Steps for Developing and/or Refining Recommendations



- Objective (or the What?) – Define the goals for change of this recommendation
- Potential Impact (or the Why?) – Identify the rationale, possible outcomes, trade-offs, and potential consequences if this recommendation is broadly implemented
- Actors:
 - Who? – Identify the implementers for this type of recommendation
 - How? - Begin to describe the method the implementers would use to enact this change
- Next Steps: What research or other steps need to be taken to finalize this recommendation?



TVTF Work Group: Improving Teacher Preparation

An Example for Developing Recommendations and Implementing Solutions to Improve Teacher Preparation, Specifically Strengthening EPP/LEA Partnerships

SHSU's Steps to Strengthen their LEA Partnerships

Issue	Objective – What?	Impact – Why?	Actor - Who?	Actor – How?	Questions? Next Steps?
Sweet spot issue: issue where a person or group of people can be held accountable for enacting change	Define the goals for change of this recommendation	Identify the rationale and possible outcomes if this recommendation is broadly implemented	Identify the implementers for this type of recommendation	Begin to describe the method the implementers would use to enact this change	What research or other steps need to be taken to finalize this recommendation?

Oversight to Strengthen SHSU's LEA Partnerships

Statutory	Regulatory	State-Level Practice	EPP Practice	District-Level Practice
Governor of Texas	Commissioner of Education/SBOE/SBEC/TEA Staff	Commissioner of Education/TEA Staff	Educator Preparation Leadership, Faculty, and Staff	Superintendent/Board of Trustees



Logistics and Resources for Breakout Room Discussions

- In the folder, [Session Content](#), TVTF members will find the following resources:
 - [8.25.22 External Outline, Improving Teacher Preparation](#)
 - [8.25.22 Breakout Room Rotation](#)
 - Folders for each Breakout Room for the facilitators to capture notes:
 - [1 Breakout Room Strengthen EPP/LEA Partnerships](#)
 - [2 Breakout Room Provide Consistent Supports for New Teachers](#)
 - [3 Breakout Room Increase Quality of Teacher Preparation to Support Teacher Readiness and Retention](#)
 - [4 Breakout Room Improve Alternative Certification Pathway, Particularly for Candidates in Teacher-of-Record Roles](#)
 - [5 Breakout Room Implement Incentives and Reduce Barriers for EPPs, Teacher Candidates, and Potential Candidates](#)



Round 1: Breakout Group Discussions

**Answer Discussion Questions, Begin to Draft Initial Recommendations,
and Prepare to Share Out**

Round 1: Breakout Group's Charge

- 1 minute - Introductions
- 3 minutes - Reflections from the presentation, Third Future Schools
 - What resonated for you during the presentation?
 - What connections did you make to our working group's goals, pre-work article(s), etc.?
- 1 minute – Review the issues associated with this breakout room's topic (*see chart, Initial Recommendations, below*)
- 15 minutes – Engage in productive conversations to address the discussion questions **[Reminder: The article (shared as pre-reading), per breakout room, is a great resource to guide the conversation.]**
 - For the overarching trend being discussed in this breakout session, there are Texas EPPs who have identified and continue to identify solutions to improve teacher preparation.
 1. What would it take to scale their practices across all EPPs?
 2. How do we balance raising the bar for quality without exacerbating the shortage?
 3. What recommendations would incentivize (or require) more EPPs to employ the quality practices identified within our highest performing EPPs?
- 2 minutes – Based on the conversation so far, include additional issues in the chart below (if applicable)
- 3 minutes – Review an example for drafting a recommendation for an issue (*the example can be found on the final page of this document*)
- 1 minute – Prioritize the issues to begin making recommendations
- 10 minutes – Draft recommendations in the chart, Initial Recommendations, while considering if this recommendation will address teacher vacancies
- 1 minute – Prioritize the recommendations to share-out with the whole group
- 3 minutes – Prepare for share-out with the whole group

Issue	Notes	Recommendation	Objective – What? Define the goals for this recommendation	Impact – Why? Identify the rationale and possible outcomes if this recommendation(s) is broadly implemented

Introductions

Third Future Schools

- What resonated for you during the presentation?
- What connections did you make to our working group's goals, pre-work article(s), etc.?



Example to Support Drafting Initial Recommendations

Topic	Issue	Objective – What?	Impact – Why?	Actor – Who?	Actor – How?	Next Steps?
<p>Increase quality of teacher preparation to support teacher readiness and retention</p> <p>Implement a more rigorous, authentic performance-based pedagogical exam for certification</p>	<p>The current pedagogical exam, Pedagogy and Professional Responsibilities (PPR), is not a performance-based assessment that would allow aspiring educators to demonstrate their performance to teach real students in Texas’ classrooms.</p>	<p>Design or adopt a performance-based assessment (e.g., edTPA) as Texas’ pedagogical exam to replace the PPR.</p>	<p>This will provide programs, candidates, and districts with the assurance, anchored in meaningful data, that the aspiring educator has demonstrated the necessary skills to teach and is ready to be recommended for their Standard certification.</p>	<p>The SBEC would need to explore options to design or adopt a performance-based exam for certification.</p>	<p>The SBEC would need to engage in stakeholder convening of aspiring educators, EPPs who prepare them, and LEAs supporting them in their work. The SBEC would also benefit from the use of ongoing research, data, lessons learned, and key opportunities utilized in other states.</p>	<p>TVTF members to consider challenges and opportunities with implementation of a performance-based pedagogical examination.</p> <p>TVTF leads to provide update for additional discussion that incorporates stakeholder feedback, research, data, the four prongs for oversight recommendations, and a draft timeline for consideration to further this work.</p>

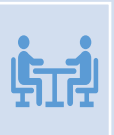
Preparation for Small Group Share-out



EPP expert presents summary (3 minutes)



Working group members ask 2-3 clarifying questions (2 minutes)



Working group members provide feedback/considerations (1 minute)

Breakout Groups

1. Strengthen EPP/LEA partnerships
2. Provide consistent supports for new teachers
3. Increase quality of teacher preparation to support teacher readiness and retention
4. Improve alternative certification pathway, particularly for candidates in teacher-of-record roles
5. Implement incentives and reduce barriers for EPPs, teacher candidates, and potential candidates



Lunch Break (12:00 – 12:30)



Round 1: Whole Group Discussions

EPP Experts Share Key Take-Aways and Identify Draft Recommendations

Protocol for Small Group Share-out



EPP expert presents summary (3 minutes)



Working group members ask 2-3 clarifying questions (2 minutes)



Working group members provide feedback/considerations (1 minute)

Breakout Groups

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Feedback Stems



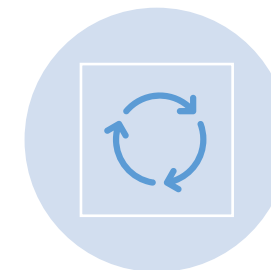
“THE IMPACT OF THIS
RECOMMENDATION
COULD BE...”



“THIS GROUP/OUR GROUP
NEEDS TO THINK MORE
DEEPLY ABOUT...”



“I SEE OVERLAP
BETWEEN...”



“THIS RECOMMENDATION
COULD BE MADE
STRONGER BY...”



Round 2: Breakout Group Discussions

**Answer Discussion Questions, Begin to Draft Initial Recommendations,
and Prepare to Share Out**

Round 2: Breakout Group's Charge

- 1 minute - Introductions
- 3 minutes - Reflections from the presentation, Third Future Schools
 - What resonated for you during the presentation?
 - What connections did you make to our working group's goals, pre-work article(s), etc.?
- 1 minute – Review the issues associated with this breakout room's topic (*see chart, Initial Recommendations, below*)
- 15 minutes – Engage in productive conversations to address the discussion questions **[Reminder: The article (shared as pre-reading), per breakout room, is a great resource to guide the conversation.]**
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Issue	Notes	Recommendation	Objective – What? Define the goals for this recommendation	Impact – Why? Identify the rationale and possible outcomes if this recommendation(s) is broadly implemented

Introductions

Third Future Schools

- What resonated for you during the presentation?
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Example to Support Drafting Initial Recommendations

Topic	Issue	Objective – What?	Impact – Why?	Actor – Who?	Actor – How?	Next Steps?
<p>Increase quality of teacher preparation to support teacher readiness and retention</p> <p>Implement a more rigorous, authentic performance-based pedagogical exam for certification</p>	<p>The current pedagogical exam, Pedagogy and Professional Responsibilities (PPR), is not a performance-based assessment that would allow aspiring educators to demonstrate their performance to teach real students in Texas’ classrooms.</p>	<p>Design or adopt a performance-based assessment (e.g., edTPA) as Texas’ pedagogical exam to replace the PPR.</p>	<p>This will provide programs, candidates, and districts with the assurance, anchored in meaningful data, that the aspiring educator has demonstrated the necessary skills to teach and is ready to be recommended for their Standard certification.</p>	<p>The SBEC would need to explore options to design or adopt a performance-based exam for certification.</p>	<p>The SBEC would need to engage in stakeholder convening of aspiring educators, EPPs who prepare them, and LEAs supporting them in their work. The SBEC would also benefit from the use of ongoing research, data, lessons learned, and key opportunities utilized in other states.</p>	<p>TVTF members to consider challenges and opportunities with implementation of a performance-based pedagogical examination.</p> <p>TVTF leads to provide update for additional discussion that incorporates stakeholder feedback, research, data, the four prongs for oversight recommendations, and a draft timeline for consideration to further this work.</p>

Preparation for Small Group Share-out



EPP expert presents summary (3 minutes)



Working group members ask 2-3 clarifying questions (2 minutes)



Working group members provide feedback/considerations (1 minute)

Breakout Groups

1. Strengthen EPP/LEA partnerships
2. Provide consistent supports for new teachers
3. Increase quality of teacher preparation to support teacher readiness and retention
4. Improve alternative certification pathway, particularly for candidates in teacher-of-record roles
5. Implement incentives and reduce barriers for EPPs, teacher candidates, and potential candidates



5-Minute Break



Round 2: Whole Group Discussions

EPP Experts Share Key Take-Aways and Identify Draft Recommendations

Protocol for Small Group Share-out



EPP expert presents summary (3 minutes)



Working group members ask 2-3 clarifying questions (2 minutes)



Working group members provide feedback/considerations (1 minute)

Breakout Groups

1. Strengthen EPP/LEA partnerships
2. Provide consistent supports for new teachers
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Feedback Stems



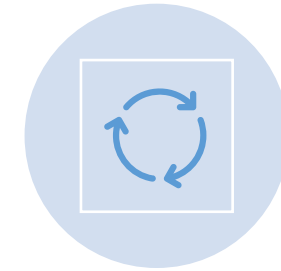
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“THIS RECOMMENDATION
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TVTF Work Group: Improving Teacher Preparation Preparation for Whole Group Share-Out

Protocol for Whole Group Share-out



Working group lead presents summary (6 minutes)



Task Force members ask 2-3 clarifying questions (4 minutes)



Task Force members provide feedback/considerations (4 minutes)



Working group lead closes out with next steps (1 minutes)

Recommendation for Improving Teacher Preparation

Topic (e.g., Increase quality of teacher preparation to support teacher readiness and retention)	Issue (e.g., The current pedagogical exam, Pedagogy and Professional Responsibilities (PPR), is not a performance-based assessment that would allow aspiring educators to demonstrate their performance to teach real students in Texas' classrooms.)	Recommendation (e.g., Implement a more rigorous, authentic performance-based pedagogical exam for certification)	Objective – What? Define the goals for this recommendation (e.g., Design or adopt a performance-based assessment (e.g., edTPA) as Texas' pedagogical exam to replace the PPR.)	Impact – Why? Identify the rationale and possible outcomes if this recommendation(s) is broadly implemented (e.g., This will provide programs, candidates, and districts with the assurance, anchored in meaningful data, that the aspiring educator has demonstrated the necessary skills to teach and is ready to be recommended for their Standard certification.)



TVTF Work Group: Improving Teacher Preparation

Next Steps

Next Steps for Developing and/or Refining Recommendations



- Objective (or the What?) – Define the goals for change of this recommendation
- Potential Impact (or the Why?) – Identify the rationale, possible outcomes, trade-offs, and potential consequences if this recommendation is broadly implemented
- Actors:
 - Who? – Identify the implementers for this type of recommendation
 - How? - Begin to describe the method the implementers would use to enact this change
- Next Steps: What research or other steps need to be taken to finalize this recommendation?



Develop and Refine Draft Recommendations to Improve Teacher Preparation

Issue	Root Cause	Supporting Evidence of Issue & Root Causes	Objective – What?	Impact – Why?	Actor - Who?	Actor – How?	Questions? Next Steps?
Sweet spot issue: issue where a person or group of people can be held accountable for enacting change	“the fundamental reason for a problem”; helps us identify a narrow, actionable, and aligned recommendation	What evidence do you have that this is an issue affecting teacher vacancies in TX? Root causes?	Define the goals for change of this recommendation	Identify the rationale and possible outcomes if this recommendation is broadly implemented	Identify the implementers for this type of recommendation	Begin to describe the method the implementers would use to enact this change	What research or other steps need to be taken to finalize this recommendation?
August 25		August 25	August 25				Ongoing
			August 25 to October 18	August 25 to October 18	August 25 to October 18	August 25 to October 18	Ongoing



Break & Transition to the Main Room (2:30 – 2:45)



Thank you!