

# TACCTEP, TACO, TCTCT, TDFE, and TxATE Summer Conference: Texas Education Agency Update

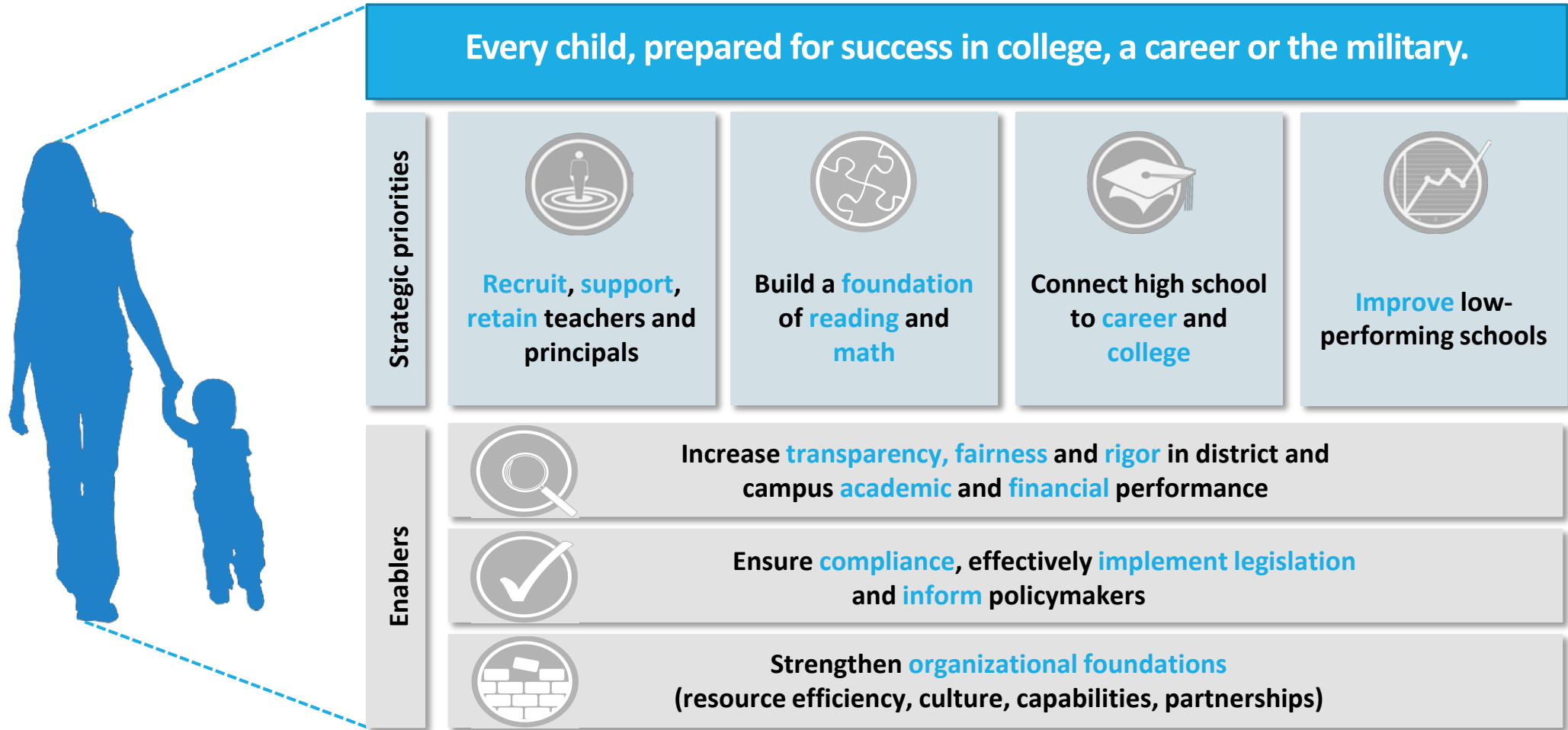
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June 11, 2018

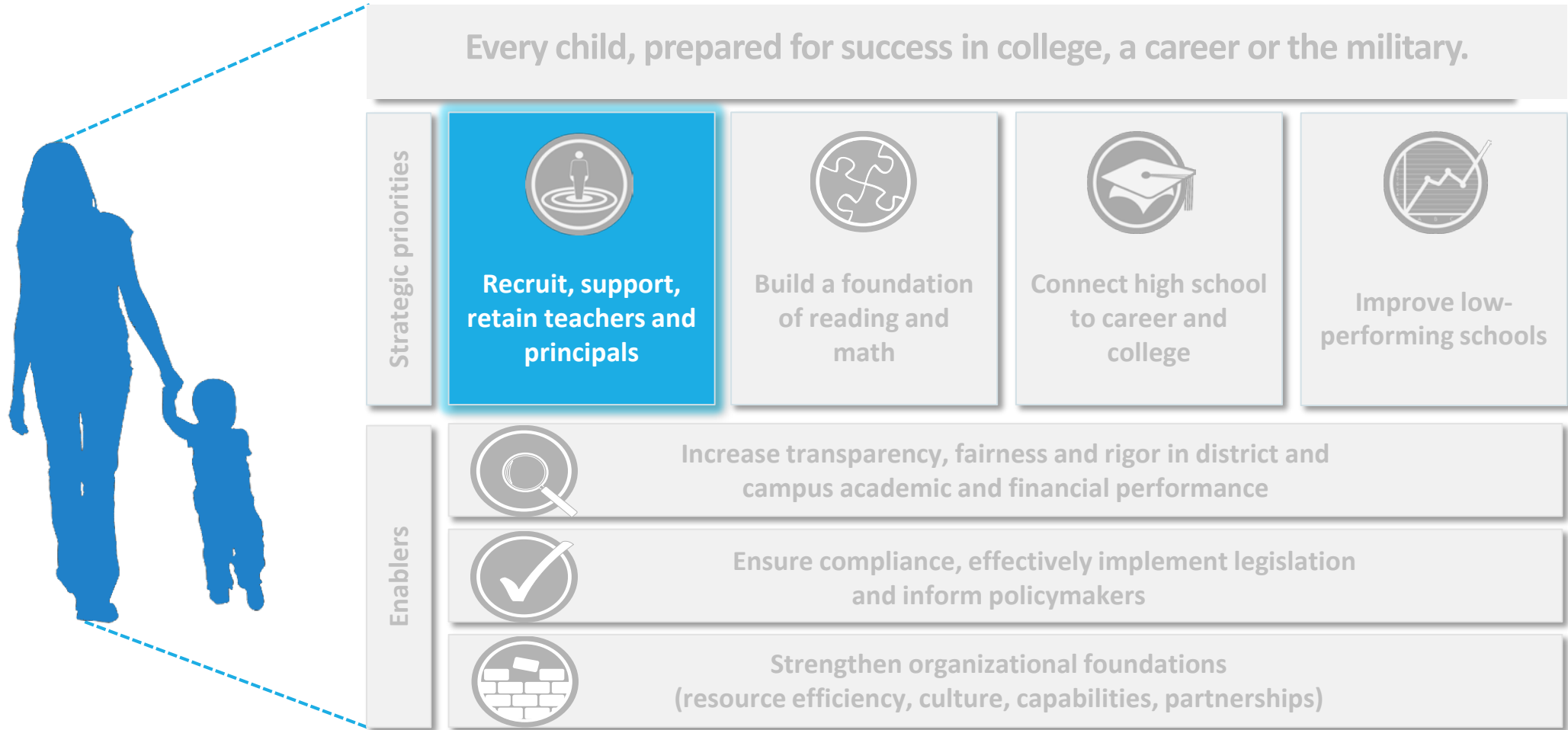
# TEA Staffing Update

Who	Focus Area	Specific Issues	
<b>Ryan Franklin</b>	SBEC	Preparation Educator misconduct investigations/sanctions	Certification/testing
<b>Marilyn Cook</b>	Certification and Testing	Certificate processing/issuance Assignment chart	Testing administration
<b>Tam Jones (program specialists)</b>	Educator Preparation Management	New program review and approval Review process Principal certification redesign	Complaints Day-to-day program issues
<b>Christie Pogue</b>	EPP Accreditation and Policy Development	Accreditation statuses Continuing professional education EPP rule development	Monitors Process alignment/coordination
<b>Mark Olofson</b>	Educator Data and Program Accountability	Data collection, analysis, and reporting Data for continuous improvement	ASEP calculations

# TEA Strategic Priorities

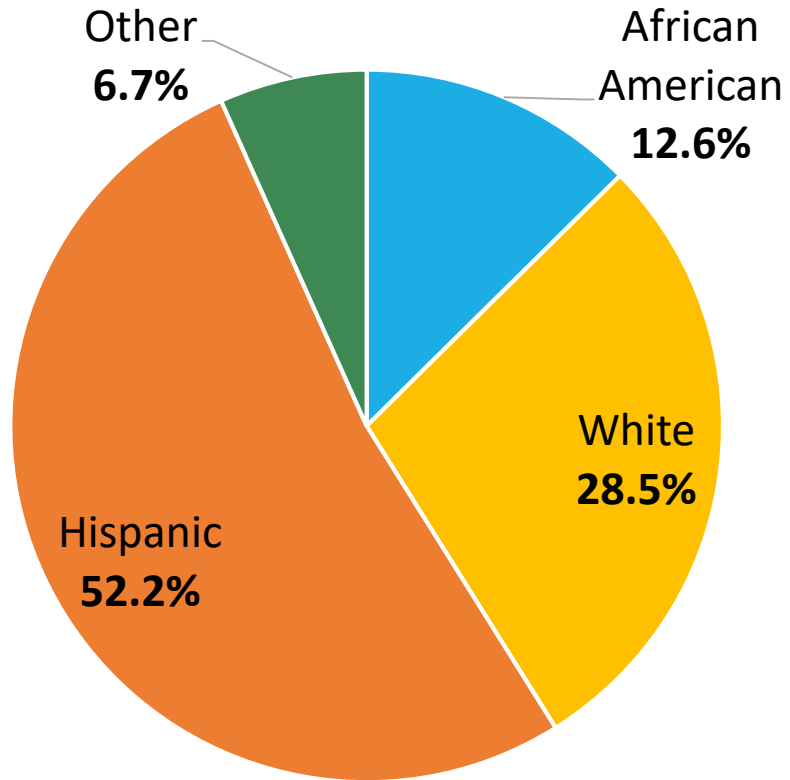


# TEA Strategic Priority 1

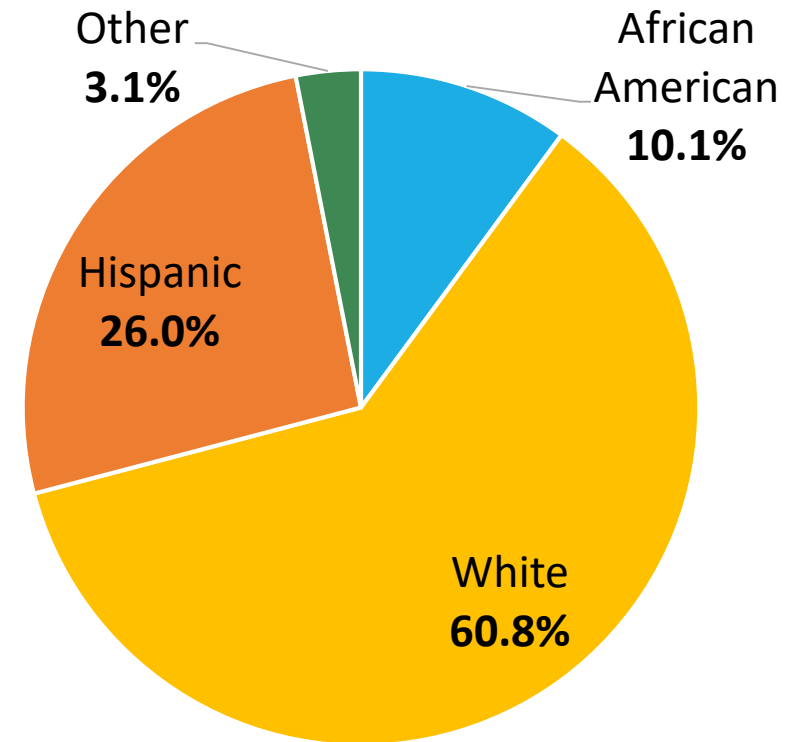


# Texas Student and Teacher Demographics

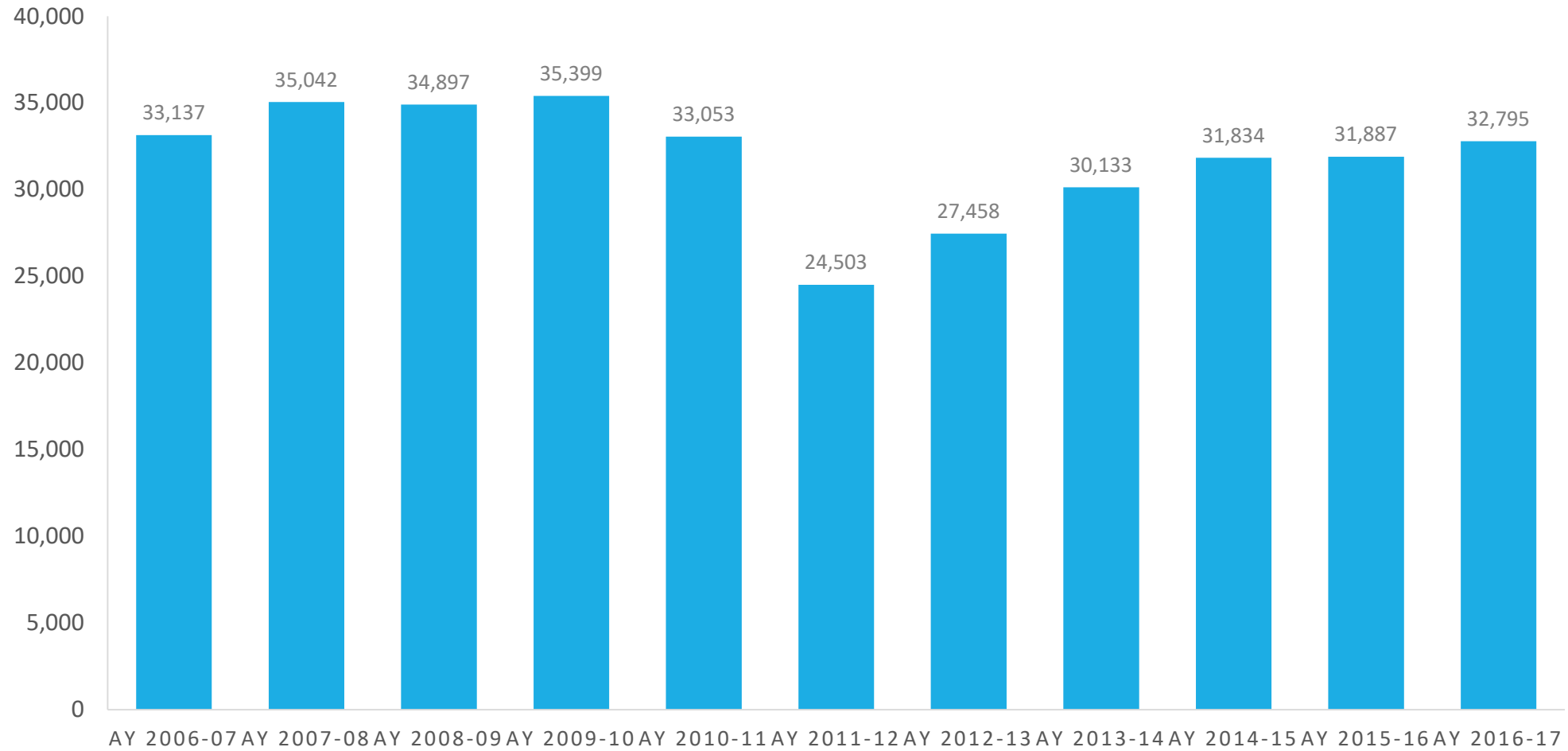
## Students



## Teachers



# Total Initial Teacher Certifications by Year



# Educator Production – Most frequent initial certifications

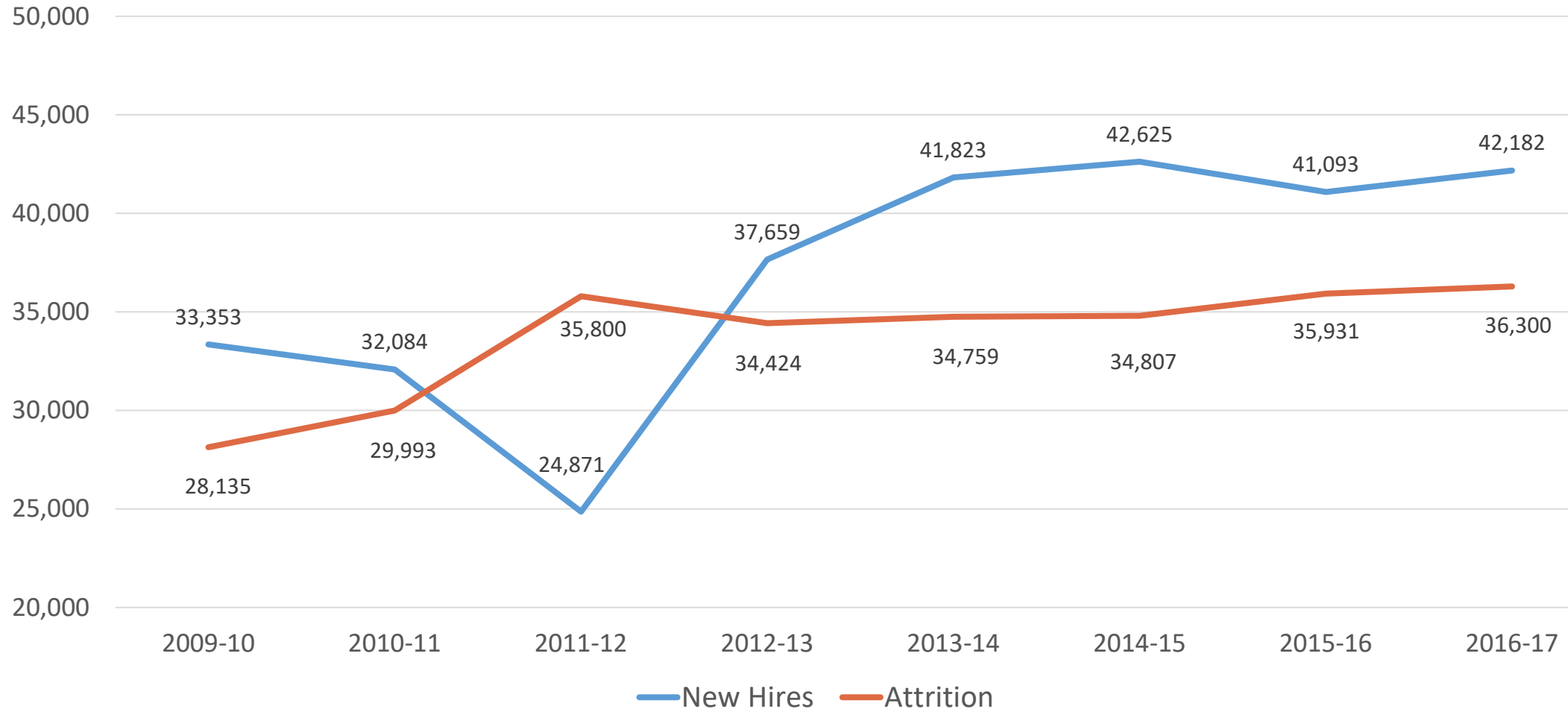
Certification Area	Grade Level	Newly Certified Teachers 2015-16	Employed 2016-17	Percent
<b>All Certifications</b>	<b>All</b>	<b>25,451</b>	<b>21,066</b>	<b>82.8</b>
Generalist	EC-6	6,234	5,241	84.1
Core Subjects	EC-6	4,138	3,302	79.8
ESL Supplemental	*	3,247	2,757	84.9
Special Education	EC-12	2,715	2,316	85.3
Generalist	4-8	2,034	1,791	88.1
English Language Arts and Reading	7-12	1,317	1,105	83.9
Physical Education	EC-12	1,213	897	73.9
Bilingual-Spanish	*	989	914	92.4
Mathematics	7-12	955	816	85.4

# Educator Employment – Highest percent employed the following year

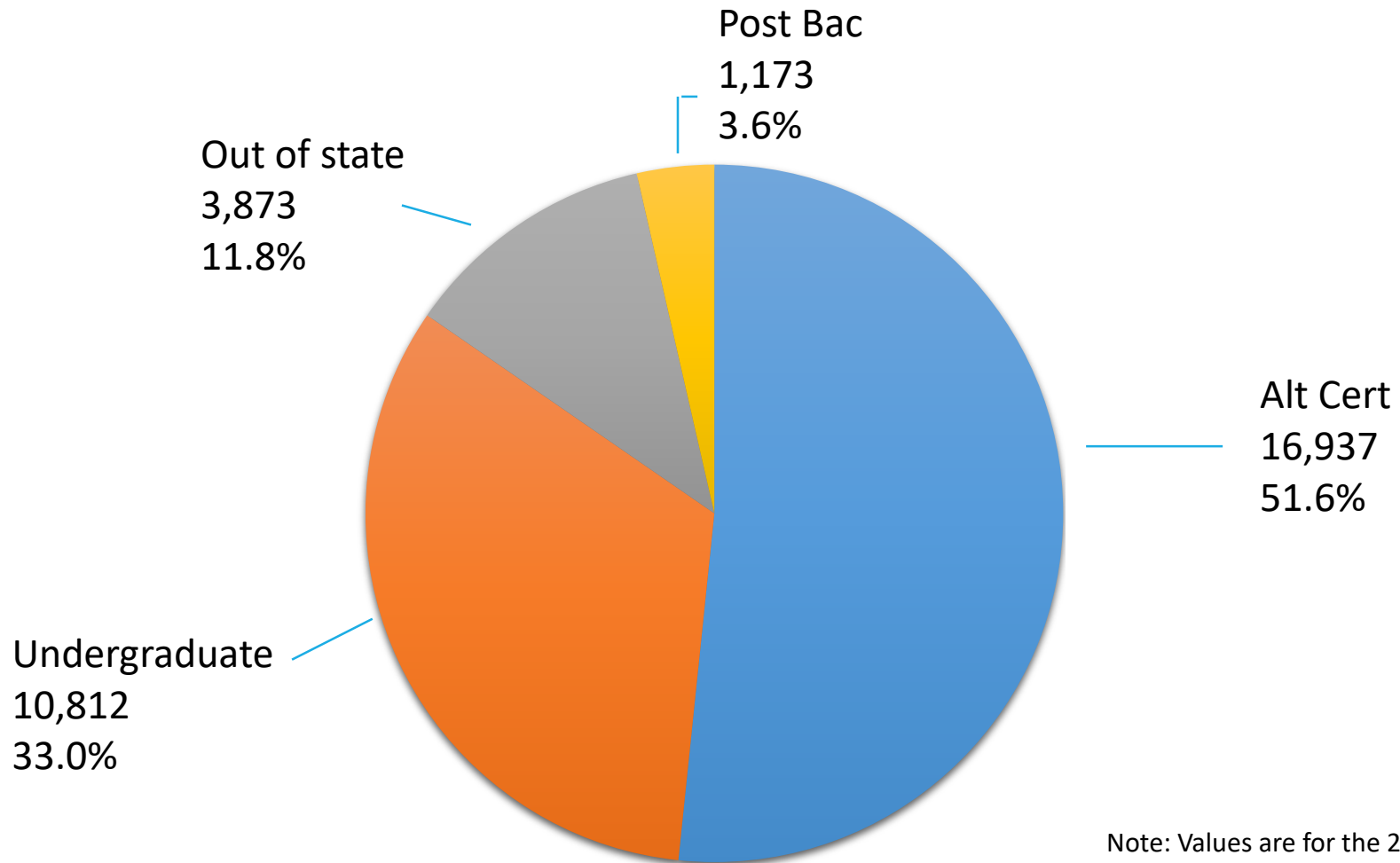
Certification Area	Grade Level	Newly Certified Teachers 2015-16	Employed 2016-17	Percent
Trade and Industrial Education	6-12	203	190	93.6
Health Science Technology Education	8-12	140	130	92.9
Bilingual Education Supplemental-Spanish	*	989	914	92.4
Family and Consumer Sciences	6-12	140	128	91.4
Bilingual Generalist-Spanish	EC-6	386	348	90.2
Technology Applications	EC-12	105	94	89.5
Business Education	6-12	277	246	88.8
Generalist	4-8	2,034	1,791	88.1
Theatre	EC-12	203	178	87.7
Science	7-12	655	565	86.3



# New hires have outpaced teacher attrition - except for in 2011-12

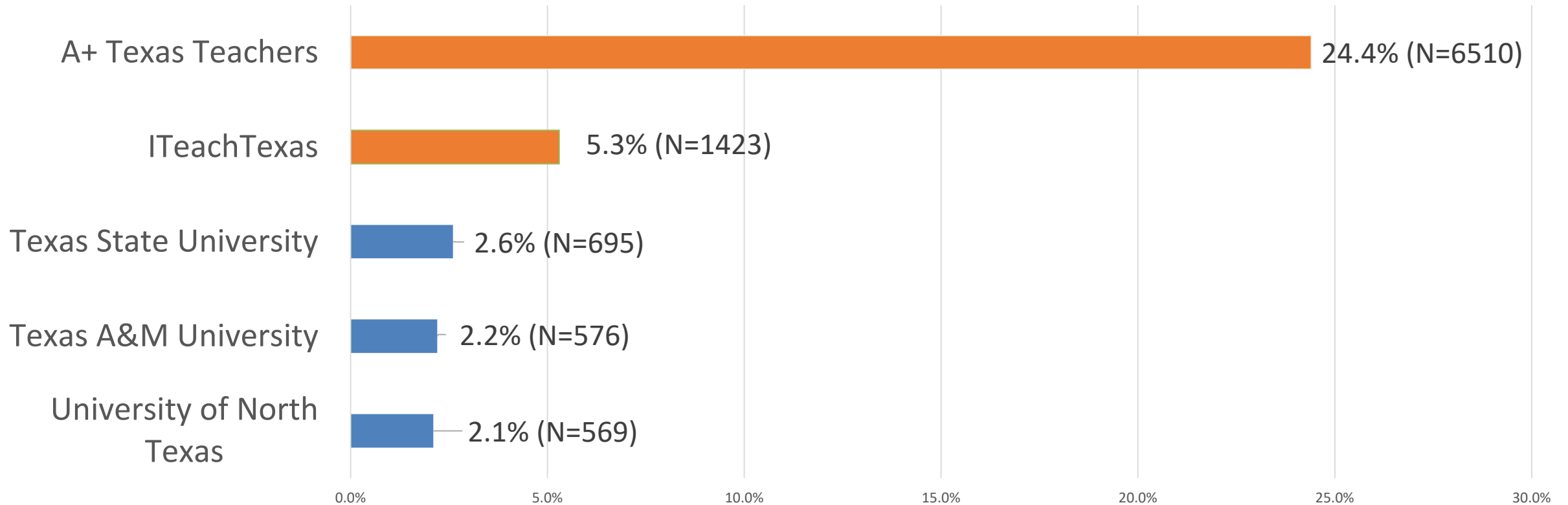


# New Teacher Certificates by Preparation Route



# Teacher Preparation – Programs Certifying the Most New Teachers

## Newly Certified Teachers, 2016-17



# Fostering EPP/School Partnerships

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# \$3 million in Grow Your Own Teacher Grants

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## Pathways:

1

Provide grant funds to support **high school teachers** to pursue a **Master's degree** and offer these CTE courses as **dual enrollment**

2

Provide tuition stipends for current **paraprofessionals** to become teachers

3

Stipends for college **student teachers** to be paid for a clinical teaching experience

# \$5 million in Principal Preparation Grants

## Up to \$13,000 per candidate to cover:

- Tuition reimbursements
- Certification and testing costs for the new principal exams

Education Service Centers	Colleges and Universities	
ESC 2	Houston Baptist	University of Houston
ESC 4	Lamar University	UT – Arlington
ESC 5	Sul Ross State University	UT – San Antonio
ESC 11	Tarleton State University	UT – Tyler
ESC 12	Texas A&M Kingsville	West Texas A&M
ESC 13	Texas State University	
ESC 14	Texas Tech University	

# Interim Charges

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# House Committee on Higher Education/House Committee on Public Education Subcommittee on Teacher Quality

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- Review **current data** available to the public about Educator Preparation Programs (EPPs) and make recommendations to ensure the data is transparent, user-friendly, and actionable.
- Review the current **EPP accountability system** and recommend any new indicators or changes, including evaluating the ability of programs to meet the workforce needs of school districts by preparing teachers for high-needs areas.
- Determine ways to measure the **effectiveness** of teachers prepared by individual programs.
- For traditional EPP programs, make recommendations on how to more fully involve boards of regents in an effort to **elevate the importance of teacher preparation** within our state institutions.
- Examine current **joint partnerships between EPPs and public schools** to meet regional workforce needs, and make recommendations on how to scale these partnerships.



# Senate Higher Education

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**Monitoring:** Monitor the implementation of legislation addressed by the Senate Higher Education Committee and make recommendations for any legislation needed to improve, enhance and/or complete implementation...

- **HB 2205** (84th) relating to the State Board for Educator Certification, educator preparation programs, educator certification, issuance of certain teaching permits, and certain procedures for investigating educator misconduct.

# Certification and Testing

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# Certification Exam Contract

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TEA anticipates awarding the educator testing contract soon.

TEA and selected vendor(s) will partner over the next four years to maintain the current program and redesign educator certification assessments.

# Early Childhood: PreK-3 Certification

January 1, 2020 Launch

## Pathway 1 (Initial Certification)

- EC-3 Content Standards
- Science of Teaching Reading Standards
- EC-3 Pedagogy and Professional Responsibilities (PPR) Standards
- 300 Hours Educator Preparation Program (EPP) Coursework

## Pathway 2 (Current Elementary Certification\*)

- Science of Teaching Reading Standards
- EC-3 PPR Standards
- 150 Hours EPP Coursework

Early Childhood:  
Prekindergarten-  
Grade 3  
Certificate

\*Presume current elementary certificate holders have demonstrated understanding of EC-3 content knowledge.

# Pedagogy and Professional Responsibilities (PPR)

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October 2017, SBEC adopted:

- PPR Standards, Early Childhood: Prekindergarten-Grade 3
- PPR Standards, Grades 4-8
- PPR Standards, Grades 7-12

March 2018, SBEC adopted:

- Content Standards, Early Childhood: Prekindergarten-Grade 3
- Science of Teaching Reading Standards, Early Childhood: Prekindergarten-Grade 3
- PPR Standards, Early Childhood-Grade 6

# Special Education

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- TEA's comprehensive strategic plan for special education will inform future work related to special education
- Critical to have preparation and certification of special education teachers align with work related to serving and supporting students receiving special education services
- No significant recommendations or rulemaking anticipated at this time

# Special Education

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## Teacher assignment rules (231.611 a-c)

- Determine IEP goals and objectives common to students enrolled in the course(s)
- Determine the TEKS that are aligned with the IEP and objectives
- Determine the course(s) that include the TEKS that are aligned with the IEP goals and objectives
- Determine the certificate(s) that are appropriate for the course(s) that include the TEKS that are aligned with the IEP goals and objectives

HOUSSE can be used if the teacher does not have the appropriate certificate, but has one year of experience

If the district is not able to find a teacher for the assignment through certification or HOUSSE, the district must provide the necessary skills and knowledge to the person hired for the assignment.

# Educator Preparation

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# SBEC Rulemaking – Chapter 228

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1. Changes made in the definition of **field supervision** to insure there is flexibility for EPPs
2. Implements legislation contained in HB 3349, which requires an abbreviated certification for the **Trade and Industrial Workforce** training certificate and expands to include **Marketing: Grades 6-12** and **Health Science: Grades 6-12**.
3. **EC-3 certification** that includes the addition of concepts and themes that align to the approved standards, but provide more guidance and focus
4. Change provides flexibility for school districts and EPPs to allow instructional duties of **certified educational aides** to count toward clinical experience. The benefits of this flexibility include:
  - Allows the educational aide to received their clinical teaching experience while they are working
  - 14 weeks = 490 hours (14 weeks x 7hours/day) may be satisfied flexibly as assignment allows
  - Increases the pool of new teachers
  - Supports the grow your own model for school districts
5. Clarification that **clinical teaching** can be up to **five fewer days** than the required 70 for maternity leave, military leave, or illness

# 15-day rule clarification

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What does the rule say for *Chapter 228.35(e)(2)(F)*:

*“Candidates need to experience a full range of professional responsibilities that shall include the start of the school year. The start of the school year is defined as the first 15 instructional days of the school year. If these experiences cannot be provided through clinical teaching, they must be provided through field-based experiences.”*

*What does this mean?*

*The rule is intended to give candidates experiences that they can only get during the start of the school year- things like how to set up a classroom, how to get ready for the 1<sup>st</sup> day of instruction, etc. There is flexibility for the programs to provide experiences during the 1<sup>st</sup> 3 weeks.*

# New Principal Examination Rollout: From 068 to 268/PASL



\*Eligible candidates include those who have never attempted the TExES Principal (068) test.

\*\*Contingent upon candidate completing of all other certification requirements (coursework and internship requirements) by **08/31/2019** and being recommended and applying for certification by 10/30/2019.

**Note:** Anytime a test is taken, it counts toward the first two attempts for program accountability and five attempts total.

# Principal Certification Redesign

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## Important 068 test dates from roll-out chart:

- 12/31/18 = last time 068 test can be taken by first-time test takers
- 01/01/19 – 08/31/19 = only for 068 re-testers
- 09/01/19 = 068 is no longer available – the test is retired

## Important 268 test dates from roll-out chart:

- 12/01/18 – 02/28/19 = free pilot period for 268 test
- 12/01/18 – 08/31/19 = passing 268 test will earn standard certificate (PASL exempt)
- 09/01/19 = BOTH 268 and PASL now required for standard certificate

# Principal Certification Redesign

- **‘Notice of Intent’ to offer the new 268 exam and PASL**
  - All EPPs that currently offer the 068 principal certificate and want to be approved for the new 268 Principal as Instructional Leader certification will need to submit to the agency a **‘Notice of Intent’** to offer the new 268 principal exam and the performance assessment for school leaders (PASL).
  - Will include a checklist of **assurances** that show the program has carefully done their due diligence in making the necessary changes in their program to address the new principal standards and necessary learning experiences so that candidates can be successful.
  - A new **alignment chart** will be part of the assurances submitted.
- **Timeline for ‘Notice of Intent’**
  - The ‘Notice of Intent’ will be sent out to programs within the next two weeks.

# 268 Pilot Participation

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## Goals

- Diverse pool of well-prepared candidates
- Representative sample of programs
- Strong numbers

## Incentives

- Free for candidates (\$210 savings)
- PASL exempt to receive standard Principal as Instructional Leader Certificate

**What input do you have to encourage a strong pool of candidates and programs for the pilot?**

# New Educator Preparation Program Review Process

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## Highlights of the Review Process

- More focus on performance-based outcomes
- Broader focus on entity – to include all certificate classes and routes
- Recognition for high-performing programs
- Cost savings for programs that are not in need of assistance
- Risk Assessment process implemented

# Educator Data and Program Accountability

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# ASEP Indicators

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- ASEP indicators are encoded in statute TEC 21.045 and enacted in rule TAC 229
  - This includes disaggregation by gender and ethnicity
- The following Report Only data for 2016-2017 will be included in the 2016-2017 Annual Report and provided to programs by July 1:
  - PPR Pass Rates (First Two Attempts)
  - Non-PPR Pass Rates (First Two Attempts)
  - Percentage of first-year teachers who are Sufficiently or Well Prepared (Principal Surveys of First-Year Teachers)
  - Clinical Teaching and Internship Observation Rates
  - Quality of Field Supervision Rates (Candidate Exit Surveys)

# Roll out of new indicators

ASEP Indicator	Description of Indicator	2017–2018	2018–2019	2019–2020	2020–2021
1. Certification Exams	Pass rate for pedagogy and professional responsibilities (PPR) exams on the first two attempts.	85%	90%	90%	90%
	Pass rate for non-PPR exams related to candidates' declared fields on the first two attempts.	75%	80%	85%	90%
2. Principal appraisal of first-year teachers	Percentage of first-year teachers designated as Sufficiently or Well Prepared.	75%	80%	85%	90%
3. Improvement in student achievement	Achievement and achievement growth of students taught by teachers in first 3 years.	Indicator under development			
4. Field Supervision	Percentage of candidates on internship and clinical teaching experiences who received the required number of field observations of required duration.	95%	95%	95%	95%
	Percentage of candidates on internship and clinical teaching experiences who rate field supervision as Frequently or Always/Almost Always providing the components of structural guidance and support.	90%	90%	90%	90%
5. Satisfaction of new teachers	Percentage of new teachers who report that they were Sufficiently or Well Prepared by their program at the end of their first year of teaching under a standard certificate.	Performance standard to be set following the 2017-2018 pilot study.			

# Pilot Surveys

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Teacher Survey Pilot ends on June 15, 2018

Principal Survey Pilot ends on June 29, 2018

Pilot Survey Data will be shared with Educator Preparation Data Workgroup in August

Survey Data will be shared with all programs through Qualtrics Dashboard in September

# EPP Data

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## Where We Are

- High-level ASEP reports
- Raw data downloads
- Long timeline (1+ years for analyses and report)
- Focus on standards and compliance

## Where We're Going

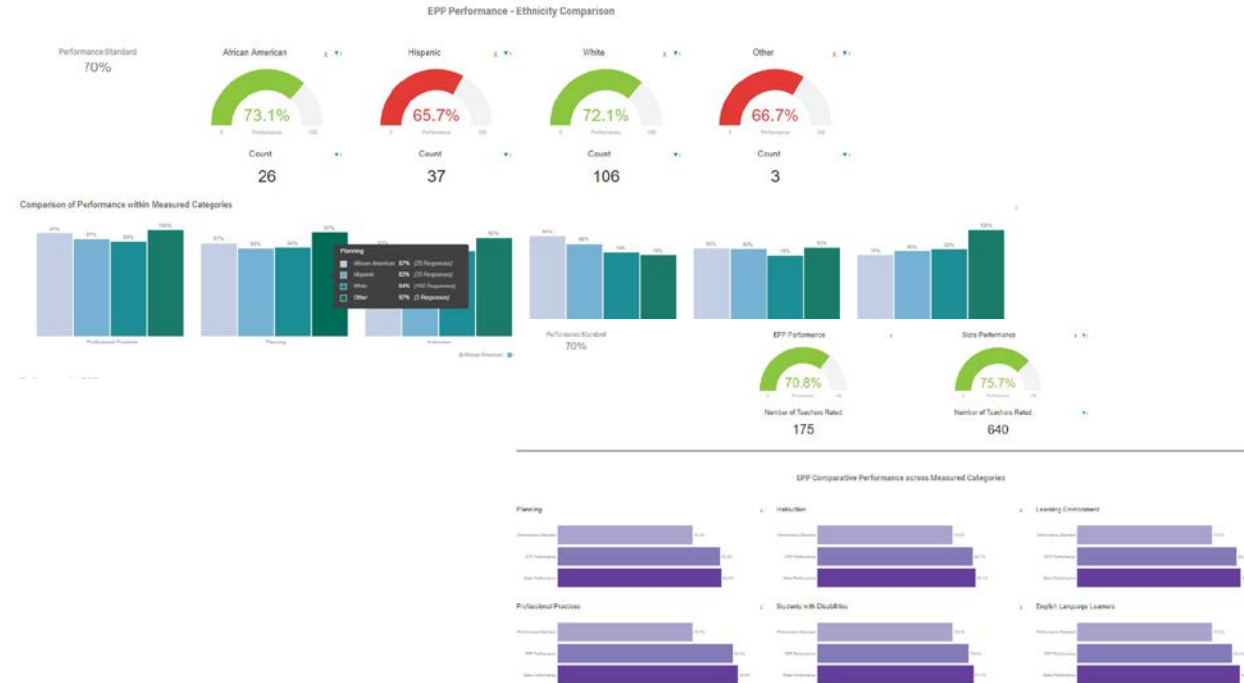
- Interactive reports
- Fine-grained data downloads
- Shortened timeline for analyses and reporting
- Focus on standards, compliance, and program improvement

# Accountability Information

## WHERE WE ARE

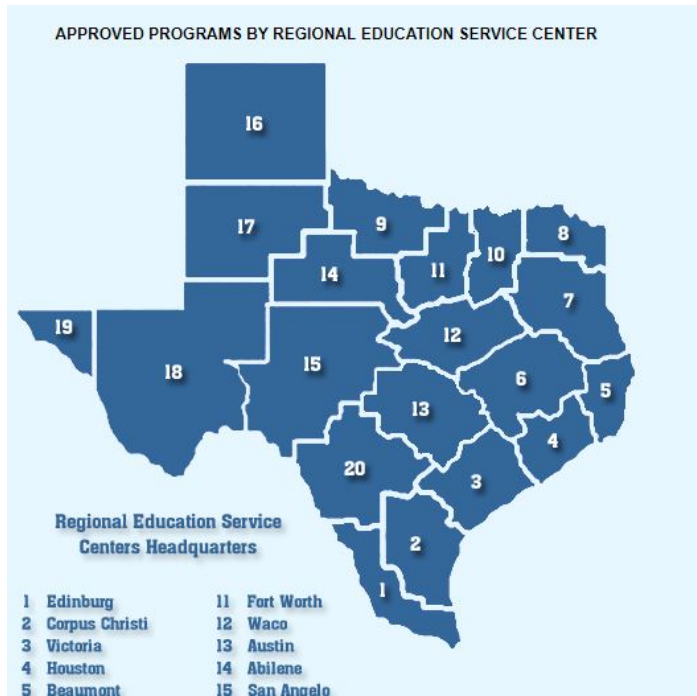
Standard	2014-2015	2015-2016	Statewide 2015-2016
Candidates' Overall GPA <sup>17</sup>	3.59	3.62	3.18
Average GPA in Subject Area <sup>18</sup>	Not Applicable	Not Applicable	3.37
Incoming Class GPA <sup>19</sup>	Not Applicable	3.62	3.22
Candidates' Average SAT <sup>20</sup>	Not Applicable	Not Applicable	1002
Candidates' Average ACT <sup>20</sup>	Not Applicable	Not Applicable	19
Candidate's Average GRE <sup>20</sup>	Not Applicable	Not Applicable	241
Prepared to Teach Students with Disabilities <sup>21</sup>	Not Applicable	Not Applicable	81%
Prepared to Teach English Language Learners <sup>21</sup>	Not Applicable	Not Applicable	85%
Prepared to Integrate Technology into Teaching <sup>21</sup>	Not Applicable	Not Applicable	90%
Prepared to Use Technology to Collect, Manage and Analyze Data <sup>21</sup>	Not Applicable	Not Applicable	89%
Candidate/Supervisor Fall Semester <sup>22</sup>	Not Applicable	Not Applicable	Not Applicable
Candidate/Supervisor Spring Semester <sup>22</sup>	Not Applicable	Not Applicable	Not Applicable
Pass Rate – All Candidates, All Tests <sup>23</sup>	36%	46%	72%

## WHERE WE'RE GOING

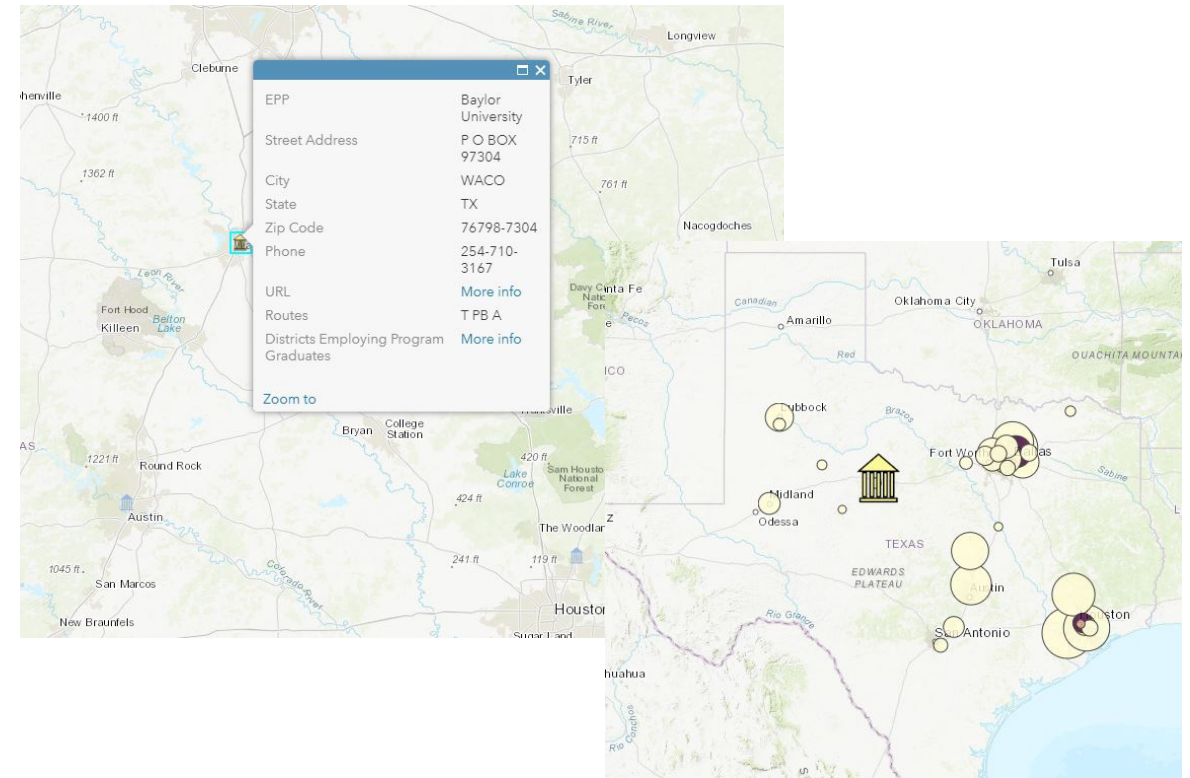


# Consumer Information

## WHERE WE ARE



## WHERE WE'RE GOING



# Thank you for guiding us

You Said	We Acted
Candidate Exam results at the competency level	Individual-level competency results included in new testing vendor agreement
Person most knowledgeable about teacher candidate should complete survey	Principal can re-assign survey to AP or other leader (Pilot)
Return data in an actionable way	Individual-level data available for download (Principal and Teacher survey)
Better Visualization / drill downs	New dashboards for principal and teacher survey (pilots); larger dashboards in development

# Improved Support

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# Support

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- What's one way TEA can better support your efforts to ensure better prepared candidates?
- Other than example field supervisor logs or student field-based experience logs, what other forms or letters could TEA provide to support you?
- What's one way EPPs can work together to better support each other in identifying and spreading best practices?