Staff’s Goals for Today

• Identify the **problem**
• Explain the **rationale** for our current recommendation
• Hear **concerns and alternatives** from the public testimony
• Receive feedback from the Board on key questions and concerns to inform **next steps**
SBEC Mission/Core Principles

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.

- **Student success** is primary
- **Well-prepared educators** are essential
- **High certification standards** are essential for ensuring consistency and effectiveness among educator preparation programs
- Standards should be measured by rigorous, relevant, valid, and reliable assessments
Change Management

Support that an Individual or Stakeholder Group Gives to the Project or Program

Where we started

Where we should have started

Awareness

Understanding

Buy-in

Ownership

Source: Deloitte, Gordon, Jeanie Duck, 2001, DMC
Changes

Pre-Admission Content Tests

Intensive Pre-Service

Performance-Based Portfolio (edTPA)
What Problem Are We Trying to Solve?
Student Proficiency As Measured by NAEP 2017

<table>
<thead>
<tr>
<th>NAEP 4th Reading</th>
<th>NAEP 8th Reading</th>
<th>NAEP 4th Math</th>
<th>NAEP 8th Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>43</td>
<td>40</td>
<td>24</td>
<td>28</td>
</tr>
<tr>
<td>29%</td>
<td>28%</td>
<td>41%</td>
<td>33%</td>
</tr>
</tbody>
</table>

National Assessment of Educational Progress 2017
Student Achievement and Teacher Pass Rates

First Time Pass 2016-2017 Educator Testing Data

- Kindergarten Readiness: 59% (Fall 2016 - Based on local district reading assessments)
- 3rd Grade Reading: 43% (Spring 2018 - STAAR “Meets” Grade Level or Above)
- 3rd Grade Math: 47% (Spring 2018 - STAAR “Meets” Grade Level or Above)
- 8th Grade Reading: 50% (Spring 2018 - STAAR “Meets” Grade Level or Above)
- 8th Grade Math and EOC: 58% (Spring 2018 - STAAR “Meets” Grade Level or Above)
- SAT/ACT Passing: 16% (2016 Cohort Attaining College Ready Score)

EC-12 PPR: +1% (94%)
What does it mean if our candidates are passing but our students aren’t?
My teacher preparation program prepared me to be successful for my first year of teaching? \textbf{Agree/Neutral/Disagree}

<table>
<thead>
<tr>
<th>Route</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education</td>
<td>26%</td>
<td>35%</td>
<td>39%</td>
</tr>
<tr>
<td>Non-Profit</td>
<td>33%</td>
<td>35%</td>
<td>32%</td>
</tr>
<tr>
<td>For-Profit</td>
<td>36%</td>
<td>33%</td>
<td>31%</td>
</tr>
<tr>
<td>Unknown</td>
<td>37%</td>
<td>32%</td>
<td>32%</td>
</tr>
</tbody>
</table>

“It [receiving my certification] was completion. You completed your coursework, you had your observations, you completed the paperwork, you showed up to everything...If you met all of those requirements then you were certified. Quality wasn't a part of that.”

Best in Class 2018 DFW Teacher Survey Summary; June 2017; \(N = 3776\)

Effective from Day One: Teacher Perspectives on their Preparation; TNTP; 2016
What does it mean if our teachers are being licensed but don’t feel prepared?
Effectiveness and Preparedness don’t feel like they are or can have a positive impact
What Are Your Expectations for Licensure Examinations?

**Cosmetologist**
- Computer-based multiple choice
- Written examination
- 3 hour practical examination

**Teacher**
- Computer-based multiple choice

**Doctor**
- Computer-based multiple choice
- Written examination
- 8 patient mock interviews
What does this bar for licensure say about our profession?
The certification pathway is not consistently leading to preparedness, student outcomes, and professionalization.
Big Goals and How We Will be Held Accountable

1. Make educator certification meaningful and consistent
2. Authentically align certification with classroom practices and expectations
3. Ensure effectiveness and accelerate development of new teachers

- Teacher five-year retention rates
- Student achievement
- Teacher preparedness as evaluated on principal survey
- Gap closure on teacher certification assessments
## Pathway to Reach Big Goals

<table>
<thead>
<tr>
<th>Admission (minimum bar of content knowledge)</th>
<th>Options to Obtain Intern* (minimum bar of content pedagogy, educating all students)</th>
<th>Certification Exam for Standard (application of content pedagogy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework or PACT (Subject Matter Exam)</td>
<td>Content Pedagogy Test OR Intensive Pre-Service</td>
<td>edTPA</td>
</tr>
</tbody>
</table>

*intern certificate holders can also serve as a teacher of record
Expectation for Licensure Exam

Where we are currently

• All teachers (PK-12th grade) from all subject areas take the same 90 question multiple-choice Pedagogy and Professional Responsibilities (PPR) exam
• “Breadth over depth”

Where we want to go

• Actual demonstration of teaching skills through lesson planning, assessment, and video reflection
• Grade-band specific (Early Childhood, Elementary, Middle, High School) to allow for more age-appropriate differentiation
• Content-specific pedagogy (e.g. how to teach math skills or reading skills)
We need what you need... We Can Only Pick Two.

Investing in Good and Fast Preparation:
- Public financial support for EPPs to drive even higher quality programming
- Creating opportunities for candidates to qualify for student loans
- Loan forgiveness for educators
- Stipends for the high needs profession

The demand for quality educators:
- Increased certificate issuance number and rate
- Talent drought and aging teacher workforce
- More novice teacher field disproportionately serving economically disadvantaged and children of color student populations

Policy that raises the bar:
- Increased observation and support for both novice teacher candidates and the programs that train them
- In-person intensive pre-service
- Metrics that measure the true quality of a program
- Rigorous performance assessments
The State Board for Educator Certification (SBEC), SBOE, and TEA will have meaningful performance-based accountability processes, standards, and measurable outcomes for educator preparation programs that ensure new educators are classroom-/school-ready. The bar for entry into the classroom as a teacher of record will give new teachers added confidence that they have a solid grasp on their practice and are ready to positively influence students.

Things like a performance assessment before entering the classroom as a teacher of record will give new teachers added confidence that they have a solid grasp on their practice and are ready to positively influence students.

SBOE Long-Range Plan for Public Education; 2018
https://tea.texas.gov/SBOE/long-range_plan/

Effective from Day One: Teacher Perspectives on their Preparation; TNTP; 2016
Bottom Line:

You’re Not **Ready** to Teach

Until You Have **Shown** You Can Teach
The Board requested policy options that focus on raising EPP standards, improve teacher preparation programs, and new and improved ways to train better teachers.

December 9, 2016
SBEC receives Texas Teacher Preparation Collaborative recommendation for competency-based, tiered licensure system

March 2, 2018
Performance assessment discussed with Principal Certification Redesign

January 5, 2016
RFP posted including proposal for performance-based replacement for or enhancement to PPR

September 18, 2017
RFP posted including proposal for performance-based replacement for or enhancement to PPR
Rubric and Outcome

<table>
<thead>
<tr>
<th>Category</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Products</td>
<td>40</td>
</tr>
<tr>
<td>Quality of Management</td>
<td>10</td>
</tr>
<tr>
<td>Quality of Process</td>
<td>20</td>
</tr>
<tr>
<td>Cost-Effectiveness and Appropriateness of Financial Resources Dedicated to Project</td>
<td>30</td>
</tr>
</tbody>
</table>

1. **Rigor** – aligned to the rigor of stated standards (can include innovative and creative approaches to measuring candidate abilities)
2. **Relevance** – includes relevant examples and best practices that span the diverse and changing communities in Texas
3. Reliability – produces stable and consistent results both internally (e.g., interrater) and externally (e.g., test-retest)
4. **Validity** – exhibits tight alignment to subject-area content and/or job-related competencies
5. Legal Defensibility – **fair, free from bias**, and stands up to any challenge
## Characteristics of Assessments

<table>
<thead>
<tr>
<th>Test</th>
<th>Requires Demonstration</th>
<th>Content and Grade Specific</th>
<th>Covers Majority of Certification Areas</th>
<th>Research</th>
<th>Training and Resources</th>
<th>Availability</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC-12 PPR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$116</td>
</tr>
<tr>
<td>NOTE</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>PPAT</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$300</td>
</tr>
<tr>
<td>edTPA</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>$281</td>
</tr>
</tbody>
</table>
155 Stakeholders identified list of skills and dispositions that a “learner ready” educator should possess on their first day in the classroom

- the ability to **plan and execute lessons**, familiarity with analyzing and **using data**, and technological proficiency
- being **reflective** and being able to accept and **act on feedback** to improve practice
- the ability to foster a **strong instructional culture**

TNTP and Educate Texas; Key Themes from Fall 2017 Texas EPP Data Stakeholder Meetings
That is what edTPA’s portfolio will prepare them to do

- **Task 1:** Design a TEKS-based lesson along with an aligned assessment that incorporates deep knowledge of students’ needs
- **Task 2:** Deliver that lesson in a way that ensures high-levels of student engagement, critical-thinking, and incorporates effective subject-specific pedagogy (& video record the lesson)
- **Task 3:** Self-reflect and evaluate the effectiveness of that lesson by analyzing student work, providing feedback, and supporting students’ use of that feedback
72% of respondents have either never heard of or never reviewed the edTPA handbooks and rubrics.
Next Steps

Conversations with districts and teachers
- TASPA Conference
- TASA Conference
- Commit’s Best in Class
- 6 Regional TASPA meetings

Continued listening, learning, and consideration of alternatives offered today
- EPAC
- Post survey

Continued building of awareness and understanding
- Online edTPA Orientation
- Webinars
- On-site edTPA 101 Training

Work with those with deep experience to identify lessons learned
- State partners
- Prior implementers of edTPA
Q18 I agree with the transition from EC-12 PPR to edTPA?

The majority of respondents either agree or need more information
TEA develops TL vision to inform long-term plan

Proposed Timeline

2018-2019

2019-2020

2020-2021

Pilot: PPR OR edTPA completion

2021-2022

edTPA completion

2022-2023

edTPA scored
Framing Questions

• If not edTPA, what is the alternative?
• Will the alternative work for licensure?
• Is the alternative reliable and valid?
• Does the alternative have resources and training?
• Does the alternative hold the same bar for rigor for licensure?
### Pathway to Reach Big Goals

<table>
<thead>
<tr>
<th>Admission (minimum bar of content knowledge)</th>
<th>Options to Obtain Intern* (minimum bar of content pedagogy, educating all students)</th>
<th>Certification Exam for Standard (application of content pedagogy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework or PACT <em>(Subject Matter Exam)</em></td>
<td>Content Pedagogy Test OR Intensive Pre-Service</td>
<td>edTPA</td>
</tr>
</tbody>
</table>

*intern certificate holders can also serve as a teacher of record*
Original Intent of Written Text ‘08-’09*

**WHO:** Out-of-state non-degreed individuals within one semester of obtaining baccalaureate degree and have been admitted into a **selective national teaching corps** and assigned to Texas

**WHAT:** Allowed to take **content-only test** such as the PRAXIS for contingency admission only into EPPs which scores could be utilized for **EPP accountability** purposes

**WHY:** To allow for increased eligibility of hiring by passing the test earlier

Current Reality

**WHO:** Candidates who hold a conferred bachelor’s degree or higher from an accredited IHE or are scheduled to receive a bachelor’s degree before being placed in a classroom and have never been admitted into a Texas approved EPP or are transferring

**WHAT:** Allowed to take a **content certification test** that measures content and content pedagogy* which scores are **not utilized for EPP accountability** purposes for admission into EPPs, often in addition to a requirement of having secured a full-time teaching position

**WHY:** To allow for increased eligibility of hiring by passing the test earlier

*current EC-6 core subjects ranges from 0-40% content pedagogy by subject
Bottom Line:
You Can’t Be Expected to Know How to Teach Before Admission
Intensive pre-service is an optional route that EPPs may apply to offer that would allow candidates to obtain an intern certificate upon successful completion of the 4-week pre-service and demonstration of subject-matter knowledge.

“during the summer...It was invaluable. I still had to redirect, plan lessons... The field experience and how to manage a classroom was definitely helpful”
What it looks like for candidates

Admitted with coursework or subject matter examination

Successfully complete pre-service and subject matter examination

Pass content test

Pass performance assessment

Spring

Summer

Year 1 of Teaching

Year 2 of Teaching
Bottom Line:

You Need to **Practice** **Before** You Teach