

Item 16:

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.

STATUTORY AUTHORITY:

The importance of ensuring that the framework allows programs multiple pathways to quality, take into account local context, and is applicable to both traditional and alternative certification programs

The role the framework could serve in fostering stronger collaboration between local education agencies (LEAs) and EPPs and providing insight for LEAs into program quality

The value for the SBEC and the field at large in leveraging the framework for both recognition of high performing programs and support for program continuous improvement

The value for EPPs in moving from a focus on compliance to continuous improvement

TEA staff has integrated this feedback and guidance into stakeholder engagement planning and communication and will revisit the guidance when bringing forward potential implementation plans for the SBEC's consideration.

Effective Preparation Framework Purpose:

The process for developing an Effective Preparation Framework allows the

educator preparation. TEA staff subsequently organized these characteristics into components, and, a

Attachment s:

- I. Statutory Citations Relating to the SBEC's Purpose Regarding Educator Preparation Program Quality
- II. Summary of the Effective Preparation Framework's Proposed Functions
- III. Draft Stakeholder Engagement Plan Related to Effective Preparation Framework Development
- IV. Initial Draft Summary of EPAC's Components of High-Quality Educator Preparation

ATTACHMENT IV

Initial Draft Summary of EPAC's Components of High -Quality Educator Preparation

I. Admissions

Recruit a diverse pool of candidates into the preparation program.

Recognize that candidates may need additional supports to fully access programmatic content and supports (e.g. financial, program accessibility).

II. Curriculum and Coursework

Curriculum and coursework aligned with critical competencies (e.g., lesson design and

communication, and data sharing and analysis to ensure teacher candidates are making an impact on P-12 student outcomes.

Long-term partnership to support the transition of candidates from pre-service to in-service educators (e.g., ongoing coaching and support during first year(s) teaching, training and support of mentor teachers, induction content development and support, support with development of candidate development plans).

V. Assessment and Evaluation

Alignment across EPP faculty and staff on the importance and utility of reliable evaluation tools to establish a normed bar for success and support candidate and programmatic continuous improvement and support.

Formative performance gates and/or milestone assessments that align with critical competencies and can ensure candidates can apply what they are learning in such a way that results in improved student outcomes

Use of an evaluation instrument that allows the field supervisor to guide and direct the candidate in their growth and development.

Consistent candidate progress monitoring, including frequent touchpoints with cooperating/mentor teachers and field supervisors to understand impact of coursework on candidate growth.

Summative performance assessments that measure educator preparation requirements and educator preparation program effectiveness

Systems and processes that allow the EPP to consistently collect, analyze, monitor, and communicate around multiple sources of data (e.g. candidate readiness, impact on student outcomes, placement, satisfaction, retention, including analysis by candidate demographic group).

Systems and processes to support use of these sources of data to inform and implement continuous improvement strategies.