

Item 9:
**Consider and Take Appropriate Action on Request to
Approve 2019–2020 Educator Preparation Program (EPP)
Commendations**

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) the opportunity to approve the proposed 2019–2020 commendations for educator preparation programs (EPPs).

STATUTORY AUTHORITY: ASEP accreditation statuses and sanctions for EPPs are authorized by the Texas Education Code (TEC) §21.045 and §21.0452. **REGULATION:** 19 Tex. Ed. Code §21.0452, adopted by SBEC on 10/20/19, states that to assist persons interested in EPP and to assist school districts in making decisions, the SBEC shall make available specified information regarding educator preparation programs on the SBEC's Internet website.

EFFECTIVE DATE: Upon Board approval.

PREVIOUS BOARD ACTION: The SBEC approved the methodology for calculating EPP commendations at the 10/20/19 meeting. For commendations based on the 2018–2019 data, the SBEC also established a Board Committee to review and recommend EPP commendations for the 2019–2020 year. The Board adopted updates to the procedures for calculating EPP commendations at the 10/20/19 meeting and updates to 19 TAC Chapter 229 at the 10/20/19 meeting.

BACKGROUND INFORMATION AND RATIONALE: EPPs are entrusted to prepare educators and the SBEC establishes the performance standards and accountability for EPPs.

To better distinguish EPP performance and to provide options for staff to provide options to recognize high performing EPPs, at the 10/20/19 meeting, the Board directed TEA staff to identify high performing EPPs to receive commendations.

1. **Rigorous and Robust Preparation** above and beyond on the ASEP

2. **Preparing the Educators Texas Needs:** Allows the SBEC to recognize EPPs that actively recruit educators in shortage areas, of color, and for rural schools.
3. **Preparing Educators for Long-Term Success:** Allows the SBEC to recognize EPPs that demonstrate educators' retention in the profession and teacher growth into other professional roles.
4. **Innovative Educator Preparation:** n:5.B56 Td(t)n (o)11.3.57d o-5-4 demo

Commendation Category		Performance Standard
4. Innovative Educator Preparation		

Rodriguez as Committee Chair and opened the membership to any Board member. The remaining members of the committee are:

- Ms. Emily Garcia
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- (4) the ratio of field supervisors to candidates completing student teaching, clinical teaching, or an internship; and
 - (5) any other information necessary to enable the board to assess the effectiveness of the program on the basis of teacher retention and success criteria adopted by the board.
- (c) The board shall propose rules necessary to establish performance standards for the Accountability System for Educator Preparation for accrediting educator preparation programs. At a minimum, performance standards must be based on Subsection (a).
- (d) To assist an educator preparation program in improving the design and effectiveness of the program in preparing educators for the classroom, the agency shall provide to each program data that is compiled and analyzed by the agency based on information reported through the Public Education Information Management System (PEIMS) relating to the program.

Texas Education Code, §21.0452, Consumer Information Regarding Educator Preparation Programs:

- (a) To assist persons interested in obtaining teaching certification f10.6 (t)-6 (i)-6.6 (on)11.2 (R)Sac.(i)2.6 (

- (B) use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement;
- (6) for each semester, the average ratio of field supervisors to candidates completing student teaching, clinical teaching, or an internship in an educator preparation program;
- (7) the perseverance of beginning teachers in the profession, based on information

ATTACHMENT II**Proposed EPP Commendations for 2019–2020**

The following tables present the proposed EPP commendations for 2019–2020. Each category and indicator are presented in a separate table.

Category 1: Rigorous and Robust Preparation**Table 1: Rigorous and Robust Preparation – First Test Pass Rate, all exams**

Educator Preparation Program	Number of Passed Exams	Performance
Amberton University	17	100%
University of Dallas	28	100%
Rice University	15	100%
Austin College	40	98%
Region 10 Education Service Center	211	95%

Table 2: Rigorous and Robust Preparation – First Test Pass Rate in teacher shortage areas

Educator Preparation Program	Content Area	Number of Passed Exams	Performance
Austin Community College	Bilingual/ESL	11	100%
Austin Community College	Special Education	13	100%
Texas A&M University	Special Education	43	96%

Category 2: Preparing the Educators Texas Needs**Table 3: Preparing the Educators Texas Needs – Percentage of prepared teachers in teacher shortage areas**

Educator Preparation Program	Content Area	Number of Teacher Certificates	Percent
University of Houston – Downtown	Bilingual/ESL	120	40%
Austin Community College	Bilingual/ESL	17	38%
Urban Teachers	Bilingual/ESL	58	33%
A+ Texas Teachers	Computer Science	17	0.1%
University of Texas – Dallas	Mathematics	13	10%
Hardin-Simmons University	Mathematics	11	8%
Texas A&M International University	Mathematics	12	8%
Urban Teachers	Mathematics	12	7%
Urban Teachers	Special Education	58	33%
Region 5 Education Service Center	Special Education	22	32%
Austin Community College	Special Education	15	20%

Table 4: Preparing the Educators Texas Needs – Percentage of prepared teachers who identify as teachers of color

Educator Preparation Program	Race/Ethnicity	Number of Teachers	Percent
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Preparing Educators for Long-Term Success – Teacher retention as a Texas public school professional for 5 years