



Pathways to Create Effective Virtual Educators

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We have an opportunity to learn from a “Covid cohort” of educator preparation candidates resulting from SBEC rule waivers in 2020-2021

- Majority of candidates, statewide, were observed virtually, with very few face-

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A Solid Statutory Foundation

Texas (SBEC) has more options to prepare virtual educators than are presently implemented, particularly micro-credentialing



TEC 21.051 (f) Provides for virtual classroom observations

TEC 21.051 (g) Identifies that initial certification placement requirements can be accomplished in virtual settings

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TEC 21.054 (i)

Virtual Observations and Placements

Advantages to virtual candidate observations within a rigorous and robust framework:


- Reduced distraction in classroom
- Precise feedback – ability to look at specific timeframes
- A picture is worth a 1000 words
- Additional observers, including content specialists, to provide feedback if necessary
- Opportunity for teacher to reflect

Advantages to virtual candidate placements:

- Address the need for dual enrollment instructors
- Prepare teacher in rural areas with the



Micro-credentialing

Texas should implement a  to demonstrate mastery of the art of teaching in a virtual environment.


- iTeach could design and pilot a cost efficient, on-line curriculum for virtual instruction

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Micro-credentialing Process

- Time Requirements
 - 45 hours – equivalent to 3 credit hours
- Best Practice
 - Engaging learners
 - Assessing learners
 - Applying best practice research
- Texas first
 - Other states dependent upon national organization to



Benefits of Proposal

National Innovator of lessons learned

Teacher and/or district could effectively move to online instruction in the event of a need due to health situation

Allow provide instruction for homebound students

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To remove district and parent's concerns – districts identify teachers who have demonstrated ability to provide effective instruction online and content knowledge



Thank you.



Questions?

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