

TEA/SBEC

“State of the State”

CSOTTE Conference – Corpus Christi

October 23, 2017



TEA/SBEC Update Topics

- TEA Staffing Changes
- Testing Contract Request for Proposals
- Educator Preparation Mailing List
- SBEC Proposed Rules
- December SBEC Meeting
- Upcoming Forums
- Stakeholder Engagement Topics
 - Principal Certification Redesign/Grow Your Own
 - Elementary Certification Redesign/Grow Your Own
 - Data for Continuous Improvement

TEA Staffing Changes

Tim Miller, Director, Educator Preparation and Program Accountability

- Tam Jones, Director, Educator Preparation

- Vanessa Alba, Program Specialist
- Lorrie Ayers, Program Specialist
- Kerri Elzie, Program Specialist
- Vacant Position, Program Specialist

[Program Specialist Assignments](#)

- Mike Vriesenga, Director, Program Accountability

- Mike Ramsay, Research Specialist
- Vacant Position, System Analyst

- Viviana Lopez, Program Specialist, Continuing Professional Education



Testing Contract Request for Proposals (RFP)

- TEA is in the final contract year with Educational Testing Services
- The RFP for a new testing contract was posted September 18
- The RFP can be accessed at http://esbd.cpa.state.tx.us/bid_show.cfm?bidid=143818
- TEA anticipates the selection of proposer(s) by March 5
- The RFP outlines information related certification examinations for the next four years

PPR Examinations, RFP page 14

- The proposal shall include a plan for replacement of the current PPR tests that structures the tests by certification/grade level designations of EC-3, EC-6, 4-8, 7-12, EC-12 and Trade and Industrial Education.
- Improve the ability to identify and select candidates with the requisite knowledge, skills, and abilities for successful classroom practice.
- The proposal shall reflect the revised PPR standards (currently in development), the Code of Ethics and Standard Practices for Texas Educators found in 19 TAC §247.2, and other relevant standards and/or rules as appropriate for a beginning teacher.
- The tests must be ready for administration no later than the second year of the contract.
- The proposer may submit a plan for one or both of the following options:
 - Option 1: Creation of enhanced selected response/constructed response PPR assessments, and/or
 - Option 2: Creation of performance-based PPR assessments.

Teacher Content Examinations, RFP page 17

- The proposal shall include a plan for new and redesigned non-CTE classroom educator tests that includes options for content-only tests and content/pedagogy tests to improve the ability to identify and select candidates with the requisite knowledge, skills, and abilities to effectively teach the Texas Essential Knowledge and Skills (TEKS) to the diverse student population of Texas.
- The plan should include recommendations and rationales for the percentage of pedagogy to be included in content/pedagogy tests if proposed.
- The new and redesigned tests must include enhanced selected-response items as well as one or more constructed response items.
- The plan should include an implementation schedule that indicates which tests will be released during each of the four years of the contract and should be informed by the TEKS review and revision cycle and the TEKS and Instructional Materials Working Document.

Advanced Certificate Examinations, RFP page 15

- **New test development/redesign:**

- principal
- superintendent
- school counselor
- educational diagnostician
- school librarian
- reading specialist

- **The proposer may submit a plan for one or both of the following options:**

- **Option 1:** creation of an enhanced selected response/constructed response exam, and/or
- **Option 2:** creation of a performance-based superintendent/counselor/diagnostician/librarian/reading specialist assessment

Preparation Manuals and Interactive Practice Tests, RFP page 24

- **The RFP stresses that the new certification preparation manuals will have:**
 - new content added
 - the examination framework
 - at least 25 sample selected response (SR) test items
 - at least one constructed response (CR) test item
 - sample test items must represent the level of rigor of the actual test items
 - resources for preparation
- **The RFP also says that the proposals shall include a plan for free or low-cost interactive practice tests for all and future certification exams.**

Educator Preparation Programs Mailing List

- Please subscribe to the Educator Preparation Programs mailing list if you have not done so already
- This is how TEA sends important information to all EPPs
- Click on the **mailing lists** link on <http://tea.texas.gov/>
- Enter your **email address** and click **Submit**
- Select **Educator Preparation Programs** and any other topics
- Click **Submit** at the bottom of the page

← → ↻ 🏠 tea.texas.gov ☆ 📧 🖨️ 📄 📱 📺 ⋮

Popular Applications: AskTED ECOS For Educators Grant Opportunities TEA Secure Applications TEAL Login TEASE Login TSDS

TEA
Texas Education Agency

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New STAAR Student Report

The new STAAR report card and website provide parental resources to help your child succeed academically.

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LEARN MORE ABOUT YOUR CHILD'S SCORE

Log in and learn more about your child's score. You'll need the unique access code found at the bottom of your child's STAAR Report Card.

[Log In to Student Portal](#)

→ WHERE'S MY UNIQUE ACCESS CODE?

Student Art Hurricane Harvey Help New STAAR Student Report

The Latest TEA News

The latest news from the Texas Education Agency is available through [news releases](#), [online correspondence](#), [mailing lists](#), and other posted information.



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☐ Loan Forgiveness and Deferment 


☒ Educator Preparation Programs 


☐ ~~Texas Student Data System~~

☐ TSDS Newsletter

☐ Laws & Rules


☐ Rules 









☒ SBEC Rules 

☐ No Child Left Behind 

☐ News & Multimedia

☐ Press Releases 

☐ To the Administrator Addressed 

- ☐ Press Releases 
- ☐ To the Administrator Addressed 
- ☐ Texas Education Today Newsletter List
- ☐ TSDS Newsletter
- ☐ Digital Learning 
- ☐ State Board of Education Update 
- ☐ Safe & Healthy Schools
 - ☐ School Health and Related Services
 - ☐ Discipline and Student Code of Conduct 
 - ☐ Health and Physical Education 
- ☐ Charter Schools
 - ☐ Charter School Administrators 
 - ☐ Charter School Application Requests (CSAR)
- ☐ Texas Schools
 - ☐ SGS 
 - ☐ Lone Star Governance

SUBMIT

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Rulemaking Process

- Advisory Committees – Nominate Yourself or Others
- SBEC Discussion – Opportunity for Public Testimony
- SBEC Proposal – Opportunity for Public Testimony
- Opportunity for Public Comment
- SBEC Adoption – Opportunity for Public Testimony
- SBOE Review – Opportunity for Public Testimony

SBEC Proposed Rules

- SBEC rules that are being proposed can be found at [http://tea.texas.gov/About TEA/Laws and Rules/SBEC Rules \(TAC\)/State Board for Educator Certification Rules - Texas Administrative Code/](http://tea.texas.gov/About%20TEA/Laws%20and%20Rules/SBEC%20Rules%20(TAC)/State%20Board%20for%20Educator%20Certification%20Rules%20-%20Texas%20Administrative%20Code/)
- Current Proposed Rules
 - 235 Classroom Teacher Certification Standards
 - 245 Certification of Educators from Other Countries
- Deadline for Public Comment on proposals is December 4
- Comments may be submitted to sbecrules@tea.texas.gov

December 8 SBEC Meeting

- SBEC agendas are posted at least one week before each meeting at [http://tea.texas.gov/About TEA/Leadership/State Board for Education or Certification/SBEC Meetings/State Board for Educator Certification Meetings/](http://tea.texas.gov/About%20TEA/Leadership/State%20Board%20for%20Education%20or%20Certification/SBEC%20Meetings/State%20Board%20for%20Educator%20Certification%20Meetings/)
- Information about registering for public testimony (oral and/or written) can be found on this page
- Meetings are streamed live and archived through <http://www.adminmonitor.com/tx/tea/>
- Handouts provided at meeting are sent through Educator Preparation Programs mailing list

Possible December 8 SBEC Meeting Items

- Rule Review
 - 229 Accountability System for Educator Preparation Programs (ASEP)
 - 247 Educators' Code of Ethics
- Adoption of Proposed Rules
 - 235 Teacher Standards (EC-3, 4-8, and 7-12 PPR)
 - 245 Certification of Educators from Other Countries
- Proposed Rules
 - 227 Admission Standards
 - 235 Teacher Standards (EC-3 Content and Science of Teaching Reading)
- Approval Items
 - Educator Preparation Advisory Committee
 - ASEP Advisory Committee
- Discussion
 - 228 Program Requirements
 - 230 Assessment of Educators
 - 233 Categories of Teacher Certificates

Chapter 227 Proposal

General Provisions

- *HB 1508 requirement that EPPs must notify applicants and candidates of criminal history evaluation or pay tuition and fees if individual is denied certificate because of criminal history.*
- Allow TEA staff to allow for extensions of deadlines if a state of disaster is declared by the governor.

Definitions

- Add definition of undergraduate degree to mean bachelor's degree.

Admission Criteria

- Make it clear that if a candidate withdraws from an EPP that has provided test approval for a certification examination, the candidate cannot return to that EPP through the PACT route.
- Require advanced certificate programs to check credentials at admission and notify applicants if they lack the teaching experience, teacher certification, and/or degree that is needed for standard certification.
- *HB 2039 requirement for an applicant who needs to enroll in an EPP for the purpose of completing the coursework required for an EC: PK-3 certificate to have a valid Texas classroom teacher certificate (provisional, standard, or one year) in grades 1, 2, or 3.*

Chapter 227 Proposal

Implementation Date

- Set the implementation date for people admitted on or after May 1, 2018.

Chapter 227, Subchapter B Preliminary Evaluation of Certification Eligibility

- The reference to the preliminary criminal history evaluation fee in 230.101 was updated.

Chapter 228 Discussion

General Provisions

- Wording similar to 227 for disaster deadlines up to 90 days plus wording to address decreasing minimum days for clinical/intern/practicum up to 20%

Definitions

- Add allowance for interns and recesses to the definition of classroom teacher
- Align clinical/intern/practicum definitions to include criteria for success – demonstrate proficiency and be recommended for standard
- Clarify field supervisor to require three years of experience in class – not assistant principal or assistant superintendent for example

Chapter 228 Discussion

Approval Process

- Amend figure to reflect draft rules for 227
 - *Evidence that an EPP provided written notice to applicants and candidates related to preliminary criminal history evaluations;*
 - Evidence that an EPP provided a written deficiency notice to applicants seeking certification other than classroom teacher; and
 - *Evidence that a certified educator seeking admission to complete coursework for the Early Childhood: Prekindergarten-Grade 3 certificate has a valid certificate.*
- Amend figure to reflect draft rules for 228
 - *Evidence of long-term substitute experience that can be used toward field-based experiences;*
 - Evidence of illness, maternity leave, or military leave for clinical teaching assignments less than the minimum number of days;
 - Evidence of cooperating teacher, mentor, site supervisor, and field supervisor credentials.
- Add evidence allowance for competency-based models

Chapter 228 Discussion

Curriculum

- Clarify a program that acquires training materials (trainer of trainer, purchase, etc.) from approved list of providers may use materials if used as required by provider
- *SB 7 requirement for appropriate relationships, boundaries, and communications*
- *SB 1839 requirement for digital literacy evaluation and instruction*
- *SB 1839/HB 2309 requirement for currently certified teachers seeking EC-3 certificate – coursework to include EC-3 PPR and Science of Teaching Reading standards*

Chapter 228 Discussion

Program Requirements

- Broaden requirements for online coursework to include certification by the Distance Education Accreditation Commission
- *HB 3349 requirement for abbreviated coursework of 200 hours for Workforce Training certificate*
- *SB 1839 requirement to allow long-term substitute for field-based experience – defined as more than 10 consecutive school days of employment as a substitute*
- Clarify minimums for clinical teaching (70 or 140 days) and internship (180 days) – can be 65, 130, or 150 for military, maternity, or illness
- Move definition of successful practicum to definition section
- Add requirements for Teacher of Students with Visual Impairments candidates
- *HB 3349 requirement to allow employment at IHE if teaching dual credit CTE for Workforce Training certificate*
- *SB 1839/HB 1963 requirement to remove onsite/face to face formal observation requirement for advanced certificates*
- *SB 1839/HB 2039 coursework requirement for EC-3 – sets minimum hours at 150*
- Clarify educational aide exception only applies to clinical teaching, not internship

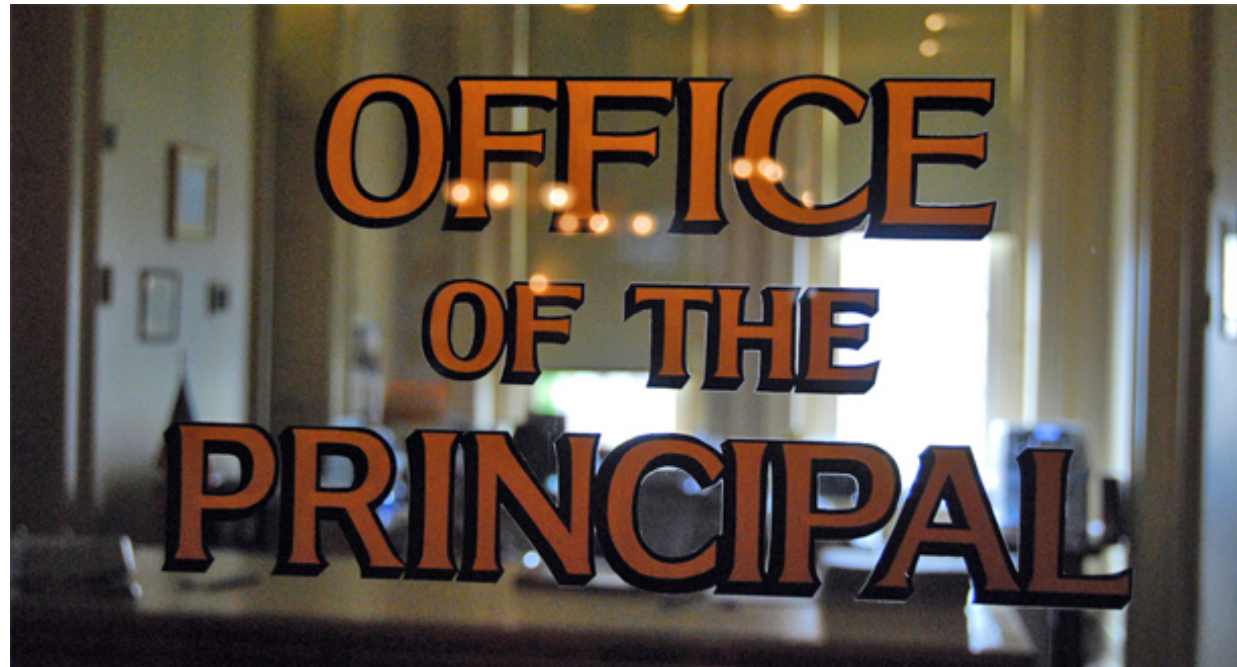
Upcoming Forums

- Principal Certificate Redesign
 - 11/8/2017 – [ESC 20 in San Antonio from 8:30 AM – 4:00 PM](#)
 - 11/9/2017 – [ESC 18 in Midland from 8:30 AM – 4:00 PM](#)
 - 11/10/2017 – [ESC 4 in Houston from 8:30 AM – 4:00 PM](#)
 - 11/16/2017 – [ESC 11 in Fort Worth from 8:30 AM – 4:00 PM](#)
- Data for Continuous Improvement
 - 10/26/2017 – Educate Texas in Dallas from 10:00 AM – 12:30 PM
 - 10/30/2017 – [ESC 17 in Lubbock from 11:30 AM – 2:00 PM](#)
 - 11/6/2017 – TEA in Austin from 10:00 AM – 12:30 PM
- CSOTTE (stakeholder engagement in principal, data, and elementary)
 - 10/24/2017 – Corpus Christi Omni from 12:00 PM – 2:00 PM

Stakeholder Engagement Topics

- Principal Certification Redesign
- Elementary Certification Redesign
- Data for Continuous Improvement

From new standards to a new exam



What does the research show?

- Principals are second only to teachers in their impact on student achievement.
- A highly effective principal can increase his or her students' scores up to 10 percentile points on standardized tests in just one years.
- Principals in low-achieving or high poverty, minority schools tend to have a greater impact on student outcomes than principals at less challenging schools.
- Principals also have a positive effect on the retention of effective teachers
- **Being an instructional leader is a hallmark of effective principals.** Effective principals are more likely to provide their teachers with the support and motivation to be effective teachers. For example, although both effective and ineffective principals claimed to frequently observe their teachers, effective principals make more unscheduled observations and provide immediate feedback.

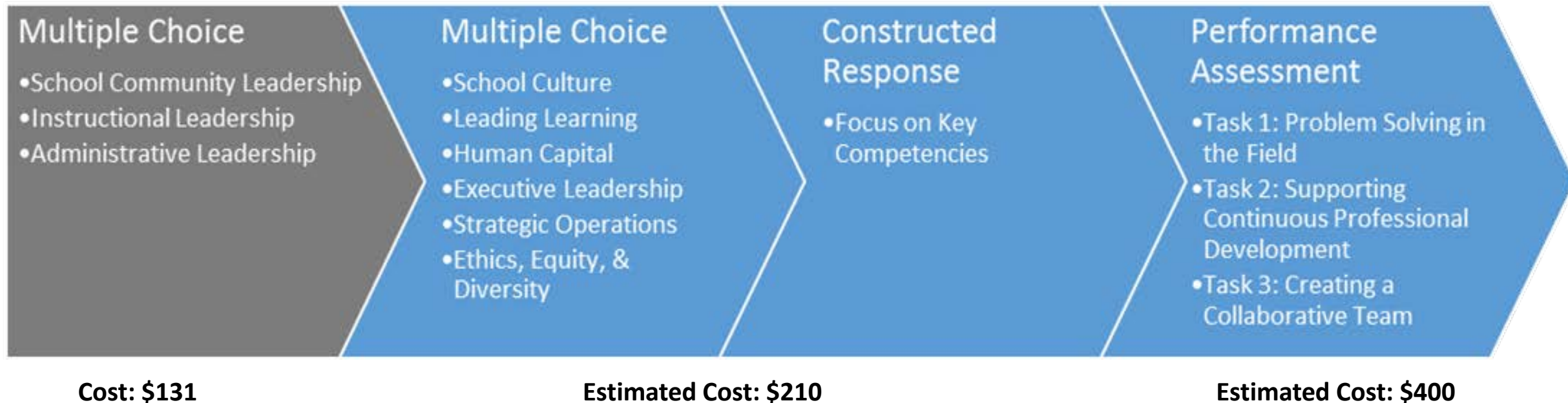
**The Principal Perspective: full report.* Center for Public Education

Changes to the Principal Assessment

TExES Principal (068) Examination

TExES Principal (268) Examination

Performance Assessment for School Leaders (PASL)



What the performance assessment tasks will look like:

- Task 1: asks candidates to address a challenge/problem in the school through research, planning, communicating with stakeholders, implementing a strategy, analyzing results and making adjustments
- Task 2: asks candidates to lead other teachers through a professional development plan, including collaboratively designing the strategy, completing classroom walkthroughs, analyzing student work and obtaining feedback on the implementation
- Task 3: asks candidates to facilitate a collaborative team to improve instructional practice, student achievement, and school culture. Candidates must submit artifacts along with a 15-minute video of them working with the team

Performance Assessment for School Leaders (PASL)

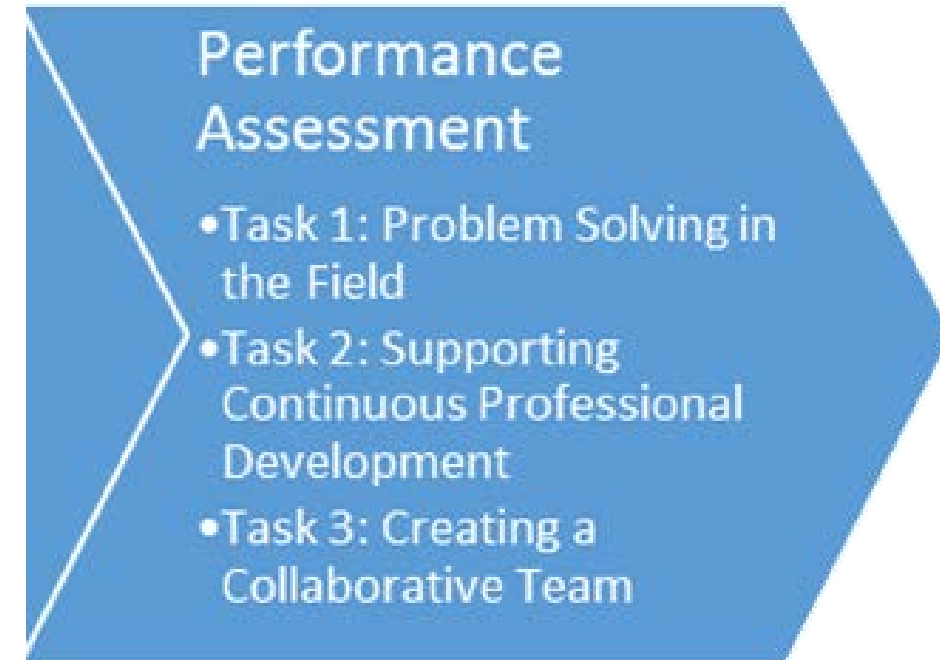
Performance Assessment

- Task 1: Problem Solving in the Field
- Task 2: Supporting Continuous Professional Development
- Task 3: Creating a Collaborative Team

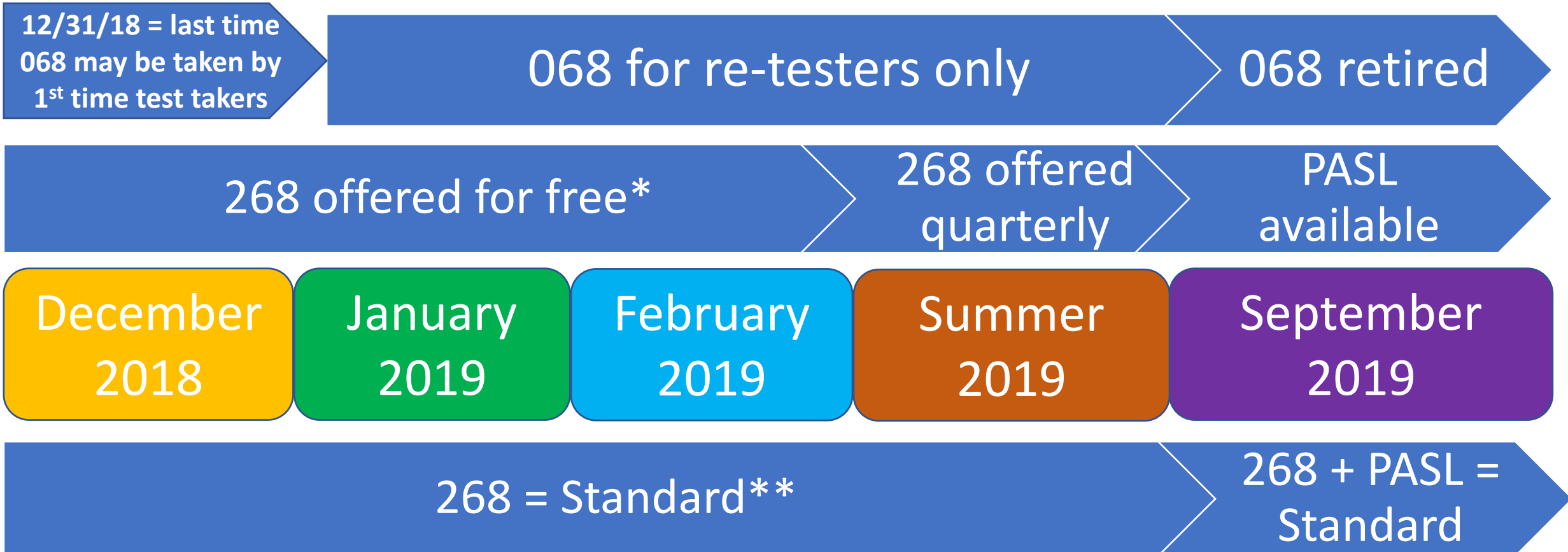
What we need from current principals:

- **Candidates** will need opportunities to lead their peers in **meaningful professional development** around actual campus needs in order to gain **authentic experience in instructional leadership**.
- **Current principals** can provide these opportunities, offer **support and feedback**, and build their own skills in distributed leadership.

Performance Assessment for
School Leaders (PASL)



Principal Assessment 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 by 8/31/2019 and being recommended and applying for certification by 10/30/2019

Helpful Resources

- **ETS October 2017 New Principal Update Newsletter**
- **4 regional forums:**
 - 11/08/2017 – ESC 20 in San Antonio from 8:30 – 4:00
 - 11/09/2017 – ESC 18 in Midland from 8:30 – 4:00
 - 11/10/2017 – ESC 4 in Houston from 8:30 – 4:00
 - 11/16/2017 – ESC 11 in Fort Worth from 8:30 – 4:00
- **November 1st ETS Webinar** –
Deep Dive into PASL Task One, 9:30 – 11:00

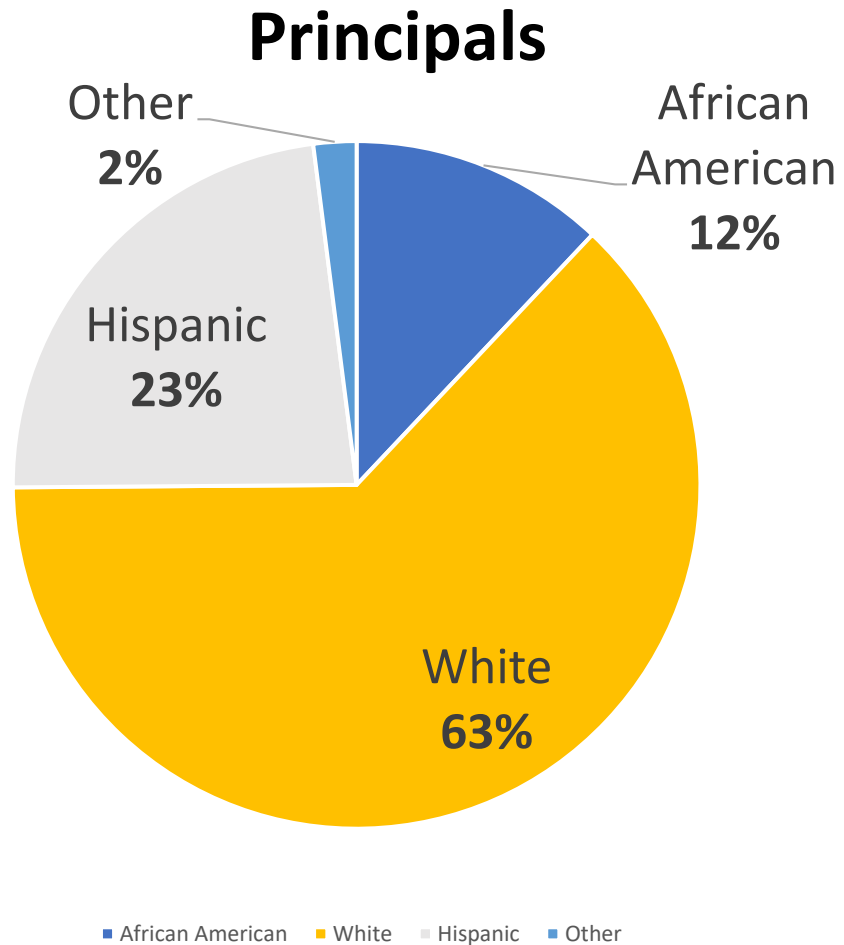
\$5 million in grants to support **principal preparation**

Grant funds can be spent on:

- Tuition reimbursements for teachers to pursue admin certification
- Certification and testing costs for the new principal exams

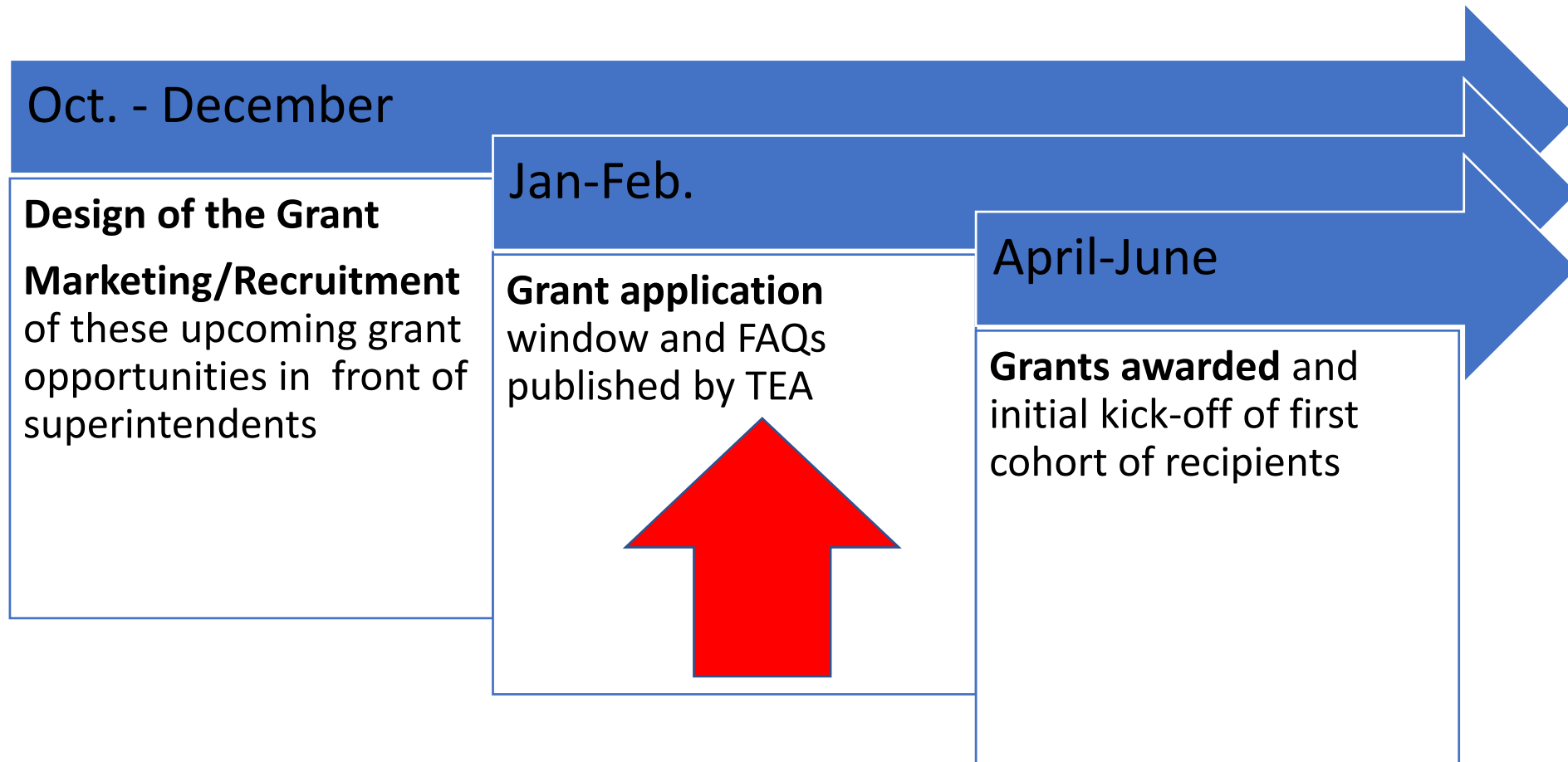


Diversity of the Principal Pool



How can we ensure more of our future **principals** look like our **students**?

Grant Timeline

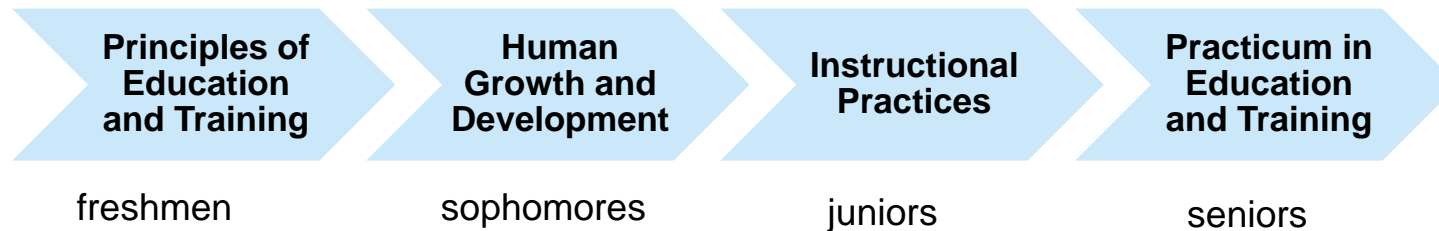


Grow Your Own Teachers Ideas:

1) Provide grant funds to support teachers to **pursue** an **M.Ed.** and offer these courses as **dual enrollment** – utilizing curricular resources developed by a team of expert teachers from high school and professors from higher education



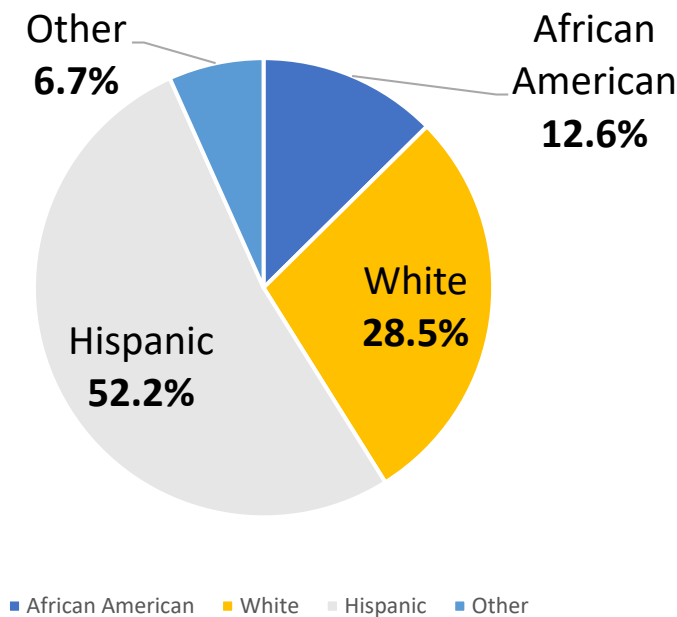
Education & Training Pathway High School Courses



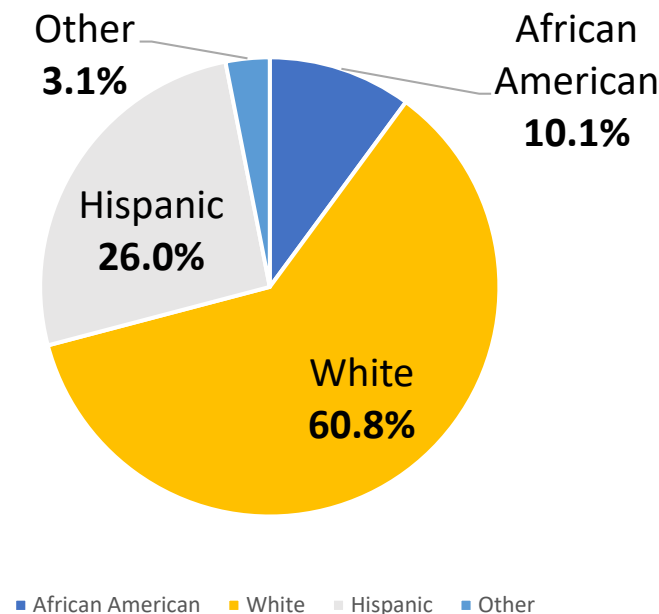
How can we ensure more of our future teachers look like our students?



Texas students



Texas Teachers



Other Ideas for Grants to Grow Your Own Teachers:

2) Who would want tuition stipends for your current **paraprofessionals** to become teachers?



3) Who would want stipends for college **student teachers** to be paid as paraprofessionals for a year?



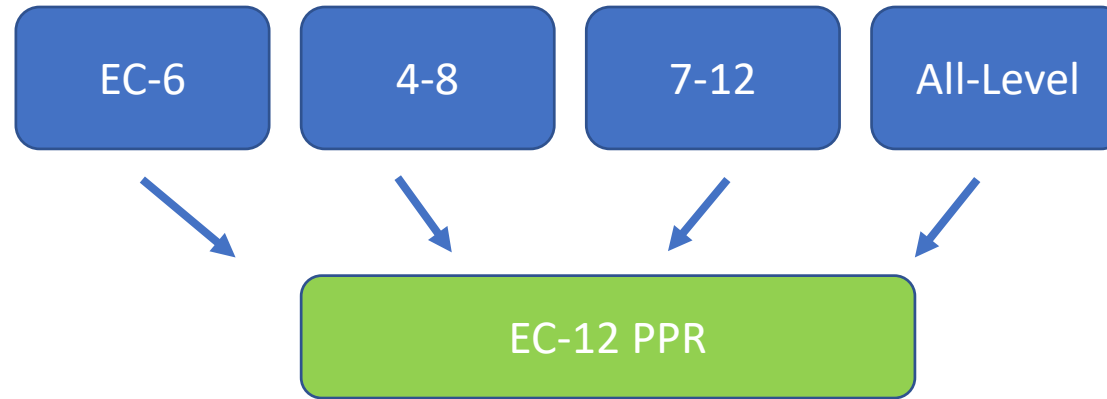
4) What other ideas do YOU have for growing your own teachers?

Elementary Certification Redesign

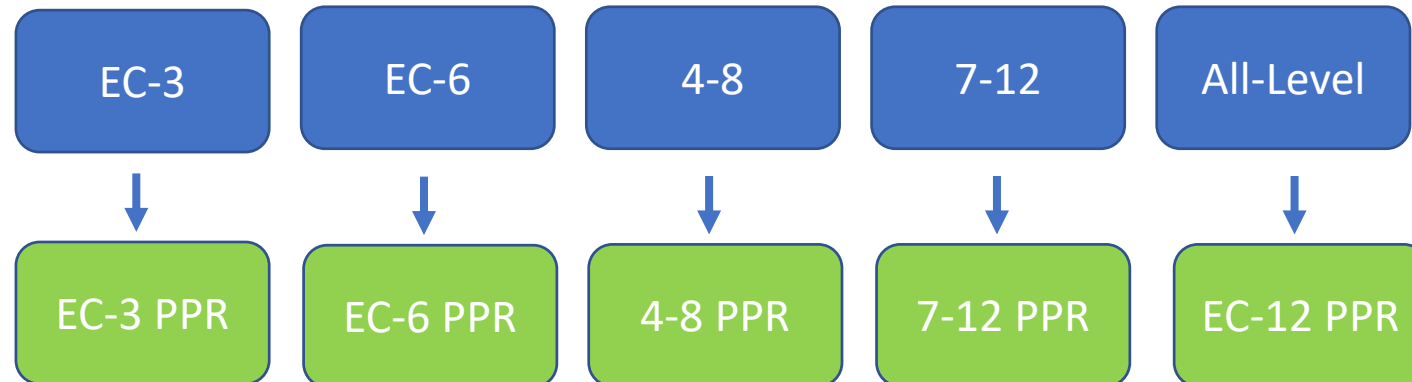
- Cut Score Increases
 - <http://ritter.tea.state.tx.us/rules/tac/chapter151/index.html>
- Chapter 235 Classroom Teacher Standards
 - EC-3 PPR (adoption in December)
 - Science of Teaching Reading (proposed in December)
 - EC-3 Content (proposed in December)
 - *EC-6 PPR*
- Request for Proposal

Certification Bands and PPR Alignment

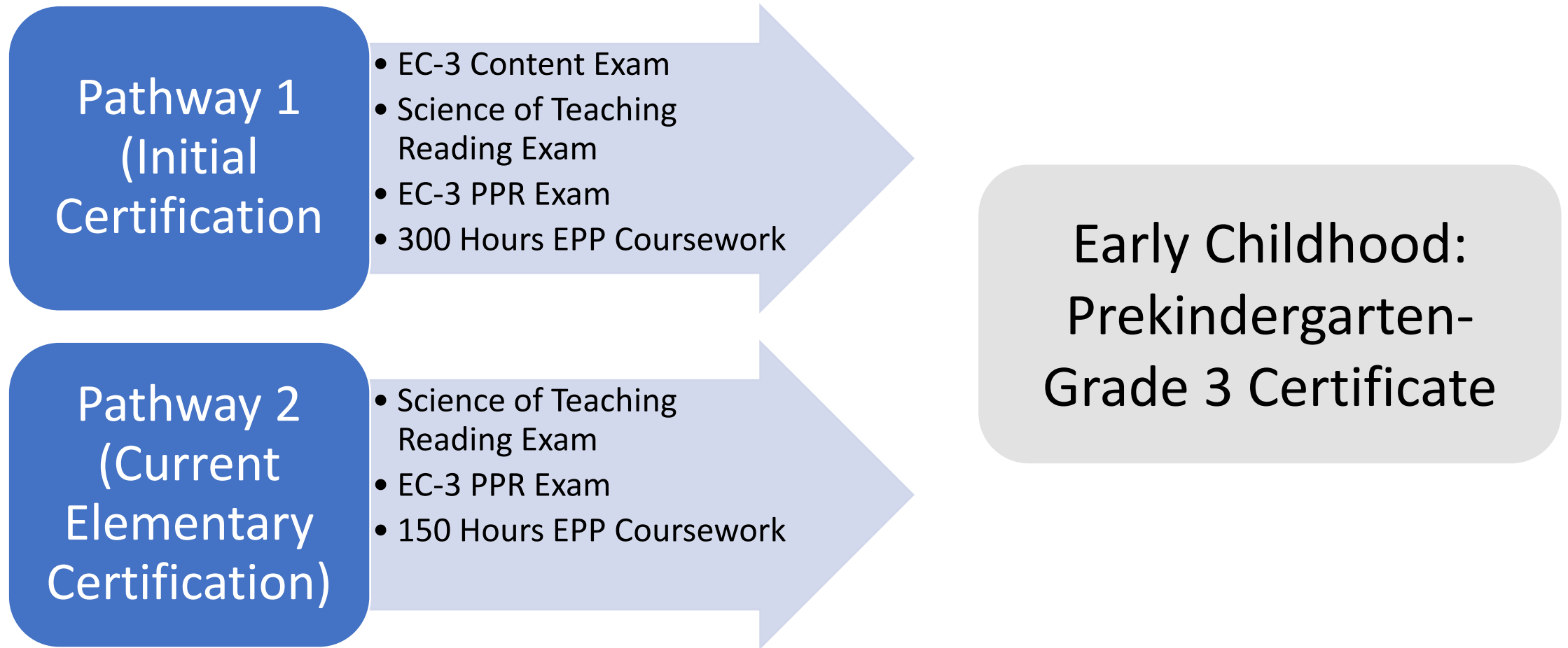
Current



Proposed



Early Childhood: Prekindergarten-Grade 3 Certificate Pathways



Data for Continuous Improvement

- [2015-2016 Summary Reports](#)
- [Senate Bill 1839](#)
- Stakeholder Engagement Meetings
- ASEP Advisory Committee
- Chapter 229 Review (December to March)
- Chapter 229 Discuss, Propose, Adopt (Begins in March)

Objectives of EPP Data Stakeholder Meetings

- **Assess whether there is a shared understanding of the state's definition of program effectiveness.** If there is, articulate that definition. If there is not, begin to identify what should be included in that definition.
- **Surface the information that is and is not helpful** for EPPs, district leaders and prospective candidates **to make data-informed decisions**, including but not limited to program improvement, hiring and selection, and selecting programs for their own training.
- **Identify preferences** for how different stakeholder groups access that information.

CSOTTE Stakeholder Engagement Meeting

Tuesday, October 24

Noon until 2:00 pm

Nueces Ballroom

Principal Certificate

Elementary Certificate

Data for Continuous Improvement



Contact Information

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