

Item 21:

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 statutory authority for educator preparation program quality is the Texas Education Code (TEC), §21.031.

The full text of statutory citations can be found in the statutory authority section of this agenda.

FUTURE ACTION EXPECTED: Texas Education Agency (TEA) staff anticipates presenting a draft of the Effective Preparation Framework, reflective of key practices demonstrated by high-quality educator preparation programs, at the July 2022 SBEC meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC's mission statement and commitment to quality educator preparation for future teachers is:

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.

In alignment with this mission, the SBEC has been consistently focused on ensuring that future educators across Texas consistently receive high-quality educator preparation, to ensure that all novice teachers are well-prepared to meet the needs of Texas students, regardless of their path to the classroom. With this focus on upholding the highest level of educator preparation, the SBEC requested that TEA staff and stakeholders develop an Effective Preparation Framework – a framework that distinguishes effective preparation practices that yield improved outcomes for school children, future educators, local school districts, and EPPs. To begin the development of an Effective Preparation Framework, the purpose and proposed functions were drafted, which can be found in Attachment I.

Update on Effective Preparation Framework Development and Stakeholder Discussions

At the October 2021 and February 2022 SBEC meetings, TEA staff provided updates to the SBEC and received feedback and guidance regarding the development of an Effective Preparation Framework. A summary of the feedback and guidance provided to date by SBEC, SBEC's Educator Preparation Advisory Committee (EPAC), and Educate Texas' Teacher Preparation Regulatory Committee can be found in Attachment II. Note: For the lists of committee members, please see Attachment IV Educator Preparation Advisory Committee Membership and Attachment V Educate Texas' Teacher Preparation Regulatory Committee Membership.

Update on EPAC Discussions Regarding the Effective Preparation Framework:

At the January 2022 EPAC meeting, TEA staff shared the draft components for an Effective Preparation Framework with EPAC members. EPAC members were asked to bring these draft components to their professional organizations and colleagues to solicit additional specificity and input by April 21, 2022.

At the February 2022 EPAC meeting, TEA staff shared the vision for organizing a working group for an Effective Preparation Framework; and after the meeting, EPAC members received a survey to indicate their interest in participating in the working group. The Effective Preparation Framework working group's objectives are to:

- review research and resources for an Effective Preparation Framework;
- synthesize feedback collected from various stakeholder groups;
- refine the components for an Effective Preparation Framework;
- propose updates to Ch. 228 based on the Effective Preparation Framework;
- and share status updates with the broader EPAC membership.

Proposed Next Steps:

TEA staff will continue to conduct stakeholder engagement to review, discuss, and refine the key components of an Effective Preparation Framework as outlined in the Updated Draft EPF Development Timeline and Stakeholder Engagement Plan (see Attachment III).

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the recommendations would be consistent, rigorous, relevant, and reliable preparation of educators for entry into the profession, and retention of these qualified professionals for years to come.

Staff Members Responsible:

Jessica McLoughlin, Director, Educator Standards, Testing, and Preparation
Dr. Pam Wetherington, Director, Educator Preparation

Attachments:

- I. Summary of an Effective Preparation Framework's Purpose and Proposed Functions
(Attachment I)
- II. Summary of SBEC and Stakeholder's Feedback and Guidance for an Effective Preparation Framework
(Attachment II)
- III. Updated DRAFT EPF Development Timeline and Stakeholder Engagement Plan
(Attachment III)
- IV. Educator Preparation Advisory Committee Membership
(Attachment IV)
- V. Educate Texas' Teacher Preparation Regulatory Committee Membership
(Attachment V)

ATTACHMENT I
[\(Back to Attachments List\)](#)

Summary of an Effective Preparation Framework’s Purpose and Proposed Functions

Purpose of an Effective Preparation Framework: The process for developing an Effective Preparation Framework allows the SBEC to partner with EPPs and the educational community to establish a clear and common vision for educator preparation best practices that result in strong candidate and student outcomes. Based on the rich experiences of Texas EPPs, the needs and knowledge of LEA stakeholders, and knowledge in the larger field of educator preparation, this framework would provide an aspirational bar for educator preparation quality and a route to get there. Finally, the Effective Preparation Framework would capture the most foundational practices that are essential for all 124 Texas EPPs, across program types and contexts.

In practice, the Effective Preparation Framework would serve three proposed functions: build a common language for EPP best practices, foster EPP continuous improvement efforts, and support alignment among the SBEC, EPPs, LEAs, and TEA on the foundations of quality educator preparation. A description of the proposed functions and what they could mean for Texas EPPs can be found in the chart below.

Function	Description	What this could mean for Texas EPPs
Common Language	<ul style="list-style-type: none"> Would build a common language among the SBEC, TEA, EPPs, candidates and Texas LEAs around the best practices EPPs engage in daily. 	<ul style="list-style-type: none"> All EPPs would share a clear, aspirational vision for educator preparation best practice. The framework could foster collaboration and continuous improvement practices within and across EPPs, grounded in common language. The framework would build a foundation for Texas EPP-LEA partnerships.
Continuous Improvement	<ul style="list-style-type: none"> Would support EPP continuous improvement through an aligned continuing approval review process. 	<ul style="list-style-type: none"> The components of the Effective Preparation Framework would be codified in Ch. 228 of SBEC rule. The SBEC could recognize and celebrate EPP innovation and best practices in alignment with the framework. All EPPs are required to engage in a continuing approval review every five years. An updated continuing approval review process could be aligned with the framework and provide meaningful feedback on EPP quality, in

		<p>addition to ensuring compliance.</p> <ul style="list-style-type: none"> • A framework-aligned continuing approval review could yield prioritized focus areas to inform EPP continuous improvement.
<p>Alignment</p>	<ul style="list-style-type: none"> • Would provide the foundation for alignment of statewide resources and supports to the needs of Texas EPPs. 	<ul style="list-style-type: none"> • TEA could provide and connect programs with meaningful training, resources, and supports in alignment with the framework. • External EPP technical assistance providers and organizations could align their resources and supports with the framework.

ATTACHMENT II
(Back to Attachments List)
Summary of SBEC and Stakeholder’s Feedback and Guidance
for an Effective Preparation Framework

<p>Feedback and Guidance for an Effective Preparation Framework: In discussions around the development of an Effective Preparation Framework, members of the Board have reinforced the value of developing a framework that distinguishes effective preparation practices that result in improved outcomes for school children, future educators, local school districts, and EPPs. The development of the framework would codify the “what, when, where, and how” of effective educator preparation in alignment with the SBEC’s mission and purpose.</p> <p>Members of the SBEC, SBEC’s Educator Preparation Advisory Committee (EPAC), and Educate Texas’ Educator Preparation Regulatory Committee have provided feedback and guidance to develop an Effective Preparation Framework. The feedback and guidance that have been collected to date can be found below.</p>	
<p>SBEC Member Feedback and Guidance</p>	<p>July and October SBEC meetings: SBEC members provided TEA staff with the following feedback and guidance:</p> <ul style="list-style-type: none"> • Include a diverse set of stakeholders in the development and feedback processes to ensure that those stakeholders have the necessary expertise in educator preparation program best practices • Ensure that the framework allows programs multiple pathways to quality, take into account local context, and is applicable to both traditional and alternative certification programs • Identify the role(s) the framework could serve in fostering stronger collaboration between local education agencies (LEAs) and EPPs and providing insight for LEAs into program quality • Leverage the framework for the SBEC and the field at large to use the framework for both recognition of high performing programs and support for program continuous improvement • Leverage the framework for EPPs to shift from a focus on compliance to continuous improvement
<p>EPAC Member Discussions</p>	<p>May 2021 EPAC meeting: The members of the EPAC began to build a shared vision for high-quality educator preparation, collectively sharing their organization’s and/or their top three characteristics that exemplify high-quality educator preparation. After the meeting, TEA staff organized the characteristics into five components. The components are: (1) Admission, (2) Curriculum and Coursework, (3) Training, Supervision, and Support, (4) Assessment and Evaluation, and (5) P-12 Partnerships.</p> <p>August 2021 EPAC meeting: TEA staff shared the five components and associated characteristics with EPAC members to review and provide additional input and specificity.</p> <p>January 2022 EPAC meeting: TEA staff shared the draft for an Effective Preparation Framework that had been conducted by the Teacher Preparation Regulatory Committee (TPRC). The framework included 3 key areas and</p>

	<p>associated essential actions that reflect high-quality practices for educator preparation (see row below for more information). TEA staff asked members of the EPAC to bring both drafts (EPAC’s draft components and characteristics and TPRC’s draft framework) to their professional organizations and colleagues to solicit additional feedback.</p> <p>February 2022 EPAC meeting: TEA staff discussed the opportunity to organize an Effective Preparation Framework working group. The working group would be comprised of EPAC members who indicated an interest in reviewing stakeholders’ feedback, synthesizing feedback, proposing additional and/or refining components, and sharing findings with the broader EPAC membership at subsequent EPAC meetings. After the meeting, a survey was shared for EPAC members to indicate their interest in participating in the working group.</p>
<p>Teacher Preparation Regulatory Committee Discussions</p>	<p>August 2021 – November 2021 meetings: Educate Texas organized a Teacher Preparation Regulatory Committee to review and expand on EPAC’s draft components of an Effective Preparation Framework. Using research to support the expansion of EPAC’s draft components, the committee identified 3 key areas in which EPPs’ best practices/essential actions relate to: (1) Curriculum (2) Training and Support, and (3) Progress Management and Candidate Development.</p>

ATTACHMENT III
[\(Back to Attachments List\)](#)

Updated DRAFT EPF Development Timeline and Stakeholder Engagement Plan

January 2022	<ul style="list-style-type: none"> EPAC Meeting: Discuss plan to solicit feedback on draft EPF components from professional organizations represented in EPAC
February 2022	<ul style="list-style-type: none"> SBEC Meeting: Discussion Item, EPF update EPAC Members solicit feedback, resources, and research on EPF components
March 2022	<ul style="list-style-type: none"> EPAC Members solicit feedback, resources, and research on EPF components
April 2022	<ul style="list-style-type: none"> EPAC's EPF Working Group: Review feedback, resources, and research collected from EPAC members' respective professional organizations and colleagues to propose additional and/or refine EPF components SBEC Meeting: Discussion Item, EPF update
May 2022	<ul style="list-style-type: none"> EPAC EPF Working Group: Discuss stakeholder feedback for the EPF and finalize EPF components based on the feedback EPAC Meeting: Share EPF working group's updates to the EPF
June 2022	<ul style="list-style-type: none"> EPAC's EPF Working Group: Discuss recommended updates to Ch. 228 based on EPF draft First draft of EPF ready for Regional and EPP Commendation Feedback Sessions and Professional Organization Feedback Sessions
July 2022	<ul style="list-style-type: none"> Regional and EPP Commendation Feedback Sessions Professional Organization Feedback Sessions EPAC's EPF Working Group: Review and synthesize feedback collected from regional and EPP commendation and professional organization sessions; finalize draft components for the EPF; draft recommendation for updates to Ch. 228 based on EPF draft EPAC Meeting: Share feedback session findings and finalized draft components EPF, share recommended updates to Ch. 228 based on EPF draft SBEC Meeting: Discussion Item, review draft EPF
August 2022	<ul style="list-style-type: none"> EPAC EPF Working Group: (Continued) Draft recommended updates to Ch. 228 based on EPF draft Second draft of EPF ready for statewide survey Launch statewide EPF survey
September 2022	<ul style="list-style-type: none"> Statewide EPF survey EPAC EPF Working Group: Review and synthesize feedback collected from statewide EPF survey; provide final edits to the EPF SBEC Meeting: EPF Update Discussion Item
October 2022	<ul style="list-style-type: none"> CSOTTE Deep Dive of the EPF and proposed updates to Ch. 228 EPAC Meeting: Share final EPF draft and discuss proposed updates to Ch. 228 based on EPF draft
November 2022	<ul style="list-style-type: none"> Final EPF draft ready for SBEC review
December 2022	<ul style="list-style-type: none"> SBEC Meeting: Discussion item with rule text for Ch. 228 to implement the EPF

ATTACHMENT IV
(Back to Attachments List)
Educator Preparation Advisory Committee Membership

Name	Title	Organization
Gina Anderson	Associate and Assistant Deans and Directors of Texas (ADoT)	Associate Dean for Educator Preparation & Partnerships – Texas Woman's University
Rebecca Burton	Texas Association of Community College Teacher Education Programs (TACCTEP)	Professor of Education – Collin College
Melinda Barnett	Texas Consortium of Educator Preparation Programs for ESCs (TCEPPE)	Founder/Executive Director – Texas Consortium of Educator Preparation Programs for ESCs
Lesley Casarez	Texas School Counseling Association (TSCA)	Coordinator of MS in Prof. School Counseling – Angelo State University
Andrea Chevalier	Association of Texas Professional Educators (ATPE)	Lobbyist – Association of Texas Professional Educators
Nika Davis	Texas Association of Secondary School Principals (TASSP)	Principal, Boswell High School – Eagle Mountain Saginaw ISD
Heather Doyle	Texas Coordinators for Teacher Certification Testing (TCTCT)	Director of Accreditation, Certification & Assessment – Texas Christian University
Holly Eaton	Texas Classroom Teachers Association (TCTA)	Director of Professional Development and Advocacy – Texas Classroom Teachers Association
Carrie Griffith	Texas State Teachers Association (TSTA)	Policy & Governmental Relations Specialist – Texas State Teachers Association
Cheryl Hoover	Texas Association of School Boards (TASB)	HR Consultant – Texas Association of School Boards
Lisa Huffman	The Texas Association of Colleges for Teacher Education (TACTE)	Dean, College of Professional Education – Texas Woman's University
Kevin Malonson	Teach Plus	Texas Executive Director – Teach Plus
Casey McCreary	Texas Association of School Administrators (TASA)	Associate Executive Director, Education Policy – Texas Association of School Administrators
Patty Quinzi	Texas American Federation of Teachers (Texas AFT)	Legislative Counsel – Texas American Federation of Teachers
Alfred Rodriguez	Texas Association of School Personnel Administrators (TASPA)	Assistant Superintendent – Human Capital – Elgin ISD

Susan Sharp	The Texas Association of Certification Officers (TACO)	Teacher Certification/Testing – Howard Payne University
Tim Sutton	Consortium of State Organizations for Texas Teacher Education (CSOTTE), Texas Directors of Field Experiences (TDFE)	Executive Director – CSOTTE
Cynthia Savage	Education Deans of Independent Colleges and Universities of Texas (EDICUT)	Associate Dean/Associate Professor – Texas Christian University
Calvin Stocker	Texas Alternative Certification Association (TACA)	Senior Director of Operations & Strategic Initiatives – Texas Tech University (US PREP National Center)
Mark Terry	Texas Elementary Principals and Supervisors Association (TEPSA)	Deputy Executive Director – Texas Elementary Principals and Supervisors Association (TEPSA)
Elizabeth Ward	Texas Association of Teacher Educators (TxATE)	Associate Professor and Director of Field Experience and course instructor – Texas Wesleyan University
Donna Brasher	Texas Tech University	Associate Director of Student Services
Veronica Galvan	Excellence in Teaching (EIT)	Director of Curriculum and Instruction
Rebecca Hampton	Region 4 ESC	Senior Education Specialist
Kristina Sterling	Johns Hopkins University / Urban Teachers	Lead Clinical Faculty
Zach Rozell	iteachTEXAS	Program Director
Ivory Bennett	Dallas ISD	English Teacher and Cheer Coach
Cristina Ann Correa	IDEA Public Schools	Art Teacher
Hjamil Martinez-Vazquez	Crowley ISD	Bilingual Teacher
Dominique McCain	Commit Partnership – Non-profit professional organization	Managing Director, Best in Class Coalition
Meredith-Leigh Pleasants	Good Reason Houston – Non-profit professional organization	Manager, Talent and School Support

ATTACHMENT V
[\(Back to Attachments List\)](#)

Educate Texas' Teacher Preparation Regulatory Committee Membership

Last Name	First Name	Role	Organization
Bailey	Woodrow	Chief of Human Capital Management	Midland ISD
Barberee-Taylor	Sheri	Executive Director of Human Resources	Tyler ISD
Beal	Sarah	Executive Director	US PREP National Center
Collazo	Sheila	Associate Superintendent of Instructional Services	Somerset ISD
Crowe	Ed	Chief Executive Officer	TPI-US
Dehaas	Rob	Vice Provost, School of Education	Dallas College
Diaz	Amber Lynn	Assistant Professor & Department Head	Tarleton State University
Douglas Rowland	Anne	Director	Region 4 Education Service Center
Eiben	Suzanne	Assistant Superintendent	Palestine ISD
Etri	Christina	7th & 8th Grade- AVID Coordinator and Stem Teacher	Richardson ISD
Fransham	Amanda	Program Associate	Meadows Foundation
Hailemariam	Helen	Executive Director	Relay GSE
Hamman	Doug	Chair, Teacher Education	Texas Tech University
Hill-Jackson	Valerie	Assistant Dean	Texas A&M University
Howard	Stephanie	Superintendent	Crane ISD
Huie	Cody	Vice President of Programs	Raise Your Hand Texas
McCain	Dominique	Managing Director	Commit Partnership
Olivarez	Ericka	Principal	CAST Teach High School
Recio	Melina	10th and 11th Grade English Teacher	McAllen ISD
Sieg	Rebecca	Director of Policy	Urban Teachers
Tanabe	Clifton	Dean	University of Texas at El Paso
Villagrana	Carlos	Program Officer	Houston Endowment