

Item 13:

Consider and Take Appropriate Action on Request to Approve New Class of Certificate at University of Houston-Downtown

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to approve a request by the educator preparation program (EPP), University of Houston-Downtown, located in Houston, Texas, to offer the Principal as Instructional Leader class of certificate as part of their certificate inventory in a Post-Baccalaureate program. Texas Education Agency (TEA) staff reviewed the proposal and found that it complied with provisions of 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, Chapter 228, Requirements for Educator Preparation Programs, Chapter 229, Accountability System for Educator Preparation Programs, and Chapter 230, Professional Educator Preparation and Certification, Subchapter B, General Certification Requirements.

STATUTORY AUTHORITY: The statutory authority related to the approval of educator preparation programs are the Texas Education Code, §21.0443 and §21.044.

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

EFFECTIVE DATE: Upon SBEC approval with enrollments to begin August 2023.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC approves all new classes of certificates that are offered through an EPP. An EPP must be rated “Accredited” under the Accountability System for Educator Preparation Programs to be eligible to apply to add new classes to program offerings. The EPP prepares an extensive and complete application addressing the SBEC-required ten components identified in the chart below. The proposal is reviewed by several TEA staff members who hold extensive discussions with the applying entity to ensure compliance with the SBEC rules for the certification class being requested. The University of Houston-Downtown application meets the minimum requirements for approval by the SBEC to offer the Principal as Instructional Leader class of certificate.

SBEC-Required Components	
Component	Component Description
1. Governance (19 TAC §228.20)	Pertaining to the EPP’s advisory committee functions, responsibilities, and program amendments.
2. Admission (19 TAC §227.10)	Pertaining to admission criteria required of all applicants seeking initial certification in any class of certificate.
3. Educator Preparation Curriculum (19 TAC §228.30)	Pertaining to standards-based curriculum required of all candidates seeking certification.
4. Preparation Program Coursework and/or Training (19 TAC §228.35)	Pertaining to how the educator preparation program prepares candidates for educator certification and to ensure they are effective in the classroom.

<p>5. Assessment and Evaluation of Candidates for Certification and Program Improvement (19 TAC §228.40)</p>	<p>Pertaining to how the EPP has established benchmarks and structured assessments of a candidate’s progress throughout the EPP.</p> <p>Pertaining to how the EPP continuously evaluates the design and delivery of the EPP components based on performance data, scientifically based research practices, and the results of internal and external feedback and assessments.</p>
<p>6. Professional Conduct (19 TAC §228.50)</p>	<p>Pertaining to how the educator preparation program ensures that the individuals preparing candidates and the candidates themselves understand and adhere to Chapter 247 relating to the Educators’ Code of Ethics.</p>
<p>7. Complaints and Investigations Procedures (19 TAC §228.70)</p>	<p>Pertaining to the EPP’s responsibilities for maintaining a process through which a candidate or former candidate in an EPP, an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a site supervisor, or an administrator in a public or private school that serves as a site for practicum experiences may submit a complaint about an EPP for investigation and resolution.</p>
<p>8. Certification Procedures (19 TAC §§230.36, 230.37, and 230.31)</p>	<p>Pertaining to the requirements for the issuance of Standard certificates.</p>
<p>9. Required Submission of Information, Surveys, and Other Data (19 TAC §229.3)</p>	<p>Pertaining to all data and information an educator preparation program must submit to TEA.</p>
<p>10. Proactive instructional planning techniques throughout the course work for candidates and across content areas and inclusive practices for all students, including students with disabilities, throughout coursework and clinical experience for candidates (TEC §21.0443(b)(1) and (2))</p>	<p>Pertaining to coursework and training provided to candidates on proactive instructional planning techniques and inclusive practices for teaching all students, including students with disabilities.</p>

In addition to the table above that outlines the minimum components for approval, the attachment includes an executive summary that provides additional information about the program and how the proposed new class meets or exceeds the SBEC's minimum components. Representatives from the University of Houston-Downtown EPP will attend the February 2023 SBEC meeting and will address the Board's questions related to their application as needed.

Certification Class Requested:

- Principal as Instructional Leader EC-12

Anticipated Enrollment Start Date: August 2023

Anticipated Number of Educators per Year-5 Year Projection: 40

Cost of the Program per Participant: \$15,660

PUBLIC AND STUDENT BENEFIT: The addition of this new class will increase the number of qualified principals in Texas. Additionally, the urban location of the University of Houston-Downtown EPP situates the institution to serve a diverse, high poverty, urban community, an area that bears the weight of the nearly 20% turnover rate among school leaders.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

Approve the University of Houston-Downtown application to offer the Principal as Instructional Leader EC-12 certificate class as presented.

Staff Members Responsible:

Lorrie Ayers, Director of EPP Management
Keena Sandlin, Education Specialist, Educator Preparation

Attachment:

Executive Summary for University of Houston-Downtown, Principal as Instructional Leader EC-12 in the Post-Baccalaureate Route

ATTACHMENT**Executive Summary for University of Houston-Downtown,
Principal as Instructional Leader EC-12 in the Post-Baccalaureate Route****Introduction**

The University of Houston-Downtown (UHD) is proposing a master's degree in Educational Leadership with a certification pathway for Texas school administrators. The university anticipates graduating and certifying 40 school leaders per year by the fifth year of operations. The expected start date of the program is August 2023, and tuition and fee costs for the entire program will be approximately \$15,660. UHD's urban location situates the institution to serve a distinctly diverse, high poverty, urban community, an area that bears the weight of the nearly 20% turnover rate among school leaders.

Component 1: Governance of Educator Preparation Programs

The Department of Urban Education (UE) Advisory Committee comprises 17 professionals from local school districts and UHD. Members advise the University in the creation of this program while facilitating meaningful partnerships with the surrounding K-12 public schools. The board has played an active role in assessing the need for a principal certification master's degree program to be offered by UHD and has provided input on key design elements of the program to meet the needs of broader regional context. Meetings are held once per semester and roles and responsibilities are reviewed at the fall meeting each year.

Component 2: Admission Criteria

Applicants admitted to the program must have attained an overall GPA of 3.00 in the last 60 hours of college courses, earned a baccalaureate degree from an accredited university, submitted three letters of professional reference, established basic skills, and demonstrated proficiency with the English language if their baccalaureate degree is from an international institution. Each prospective candidate's application will be reviewed for the stated requirements. Applicants who meet the criteria will then be invited to interview with program faculty, and successful applicants will be recommended for placement. Candidates will be informed of deficiencies during the application process prior to matriculation into the program. Applicant folders will be maintained for five years in a secure location in the College of Public Service Advising Office.

Component 3: Educator Preparation Curriculum

The UHD educational leadership curriculum's foundation synthesizes the Texas educator standards for Principals, the Commissioner's Rules for Administrators, and the National Educational Leadership Preparation standards. In fusing these standards, the faculty have created a flexible program, emphasizing effective, transformative, and culturally responsive school leadership, that welcomes innovation where possible and realignment when needed. Candidates will receive all state-required modules (e.g., ethics, dyslexia, and mental health), and they will participate in a rigorous two-semester internship where they apply their skills in an authentic setting. Additionally, mastery will be assessed formatively throughout academic coursework in preparation for the summative engagement in the Principal as Instructional Leader and Performance Assessment for School Leaders exams.

Component 4: Preparation Program Coursework, Delivery & Ongoing Support

The program will require 360 hours of synchronous and asynchronous online instruction, and 160 hours of practicum experiences which should take an average candidate approximately two years to complete. Candidates will receive practicum support from both a highly-qualified site

supervisor and a faculty field supervisor, who will support the candidate and site supervisor towards a successful practicum experience while also measuring the candidate's progress towards mastery of the standards. The Quality Matters Higher Education Rubric was used to assure quality standards were followed in the creation of online content. Hours will be verified by the completion of learning tasks and assessments. Candidates will have access to faculty support via synchronous online courses and office hours and to technical assistance via IT helplines and UHD librarians.

Component 5: Assessment & Evaluation of Candidates & Program

The curriculum and program will be evaluated on a yearly basis via the UE Assessment Committee protocols. In this process several data sources will be evaluated, including pass rate on the Principal as Instructional Leader and Performance Assessment for School Leaders assessments, graduate student survey data, and graduate placement success rates post program completion. The UE Advisory Committee will review the results of the program and curriculum evaluation and provide input in their fall meeting each year. Candidates' progress will be evaluated via curricular aligned assessments and projects distributed throughout the academic and practicum courses.

Component 6: Professional Conduct

The UHD Department of Urban Education utilizes an online platform called TK20 to collect and retain data and materials related to the educator preparation program for both candidates and staff. Within the TK20 platform, there is an online process that requires candidates and staff to acknowledge that they have read (via a linked PDF), understood, and will abide by the Texas Educators' Code of Ethics.

Component 7: Complaints Process

All candidates, staff, and faculty have the right to register complaints or concerns regarding their experience at UHD and to receive a timely response from the appropriate university official. Candidates who file a complaint will be contacted within 24 hours regarding their concern by the office addressed (e.g., faculty member, program coordinator, department chair, dean, or Office of the Dean of Students). Staff complaints are registered via the Staff Grievance Policy, and faculty complaints are registered via the Faculty Grievance Policy (possibly in consultation with the Faculty Ombuds). The program handbook and the UHD website provide information to candidates regarding their right to file a complaint with the Texas Education Agency via the Texas Education Agency's complaint reporting website.

Component 8: Issuance of Certificates

To qualify for an intern or probationary certificate, candidates must submit the following to their field supervisor: verification they have passed TExES 268 and PASL 368 exams. Additionally, for the probationary certificate only, candidates should submit a letter of intent to hire that includes a start date and a position title, teacher service record, and proof of enrollment in an internship.

Component 9: Data Reporting

UHD will follow all TEA-mandated guidelines for data reporting as well as relevant federal reporting requirements. Program staff will attend all required TEA trainings and webinars related to data reporting.

Component 10: Proactive instructional planning techniques throughout the course work for candidates and across content areas and inclusive practices for all students, including students with disabilities, throughout coursework and clinical experience for candidates

As highlighted in coursework syllabi, candidates are trained in inclusive instructional practices to support differentiated instruction, including for students with disabilities and students with limited English proficiency in alignment with Texas and NELP standards. Candidates must demonstrate proficiency in these practices through observation during the practicum. UE's annual curriculum evaluation process will include an assessment of implementation of inclusive training requirements and any subsequent continuous improvement needs.