

## Item 17:

### Request to Approve New Class of Certificate at Region 10 Education Service Center

#### DISCUSSION AND ACTION

**SUMMARY:** This item provides the State Board for Educator Certification (SBEC) an opportunity to approve a request by Region 10 Education Service Center, an approved educator preparation program (EPP), located in Richardson, Texas, to offer the Principal as Instructional Leader class of certificate as part of their certificate inventory. 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.

**EFFECTIVE DATE:** Upon SBEC approval.

**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 add new classes to program offerings. The EPP prepares an extensive and complete application addressing the SBEC-required 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 Region 10 Education Service Center application meets the minimum requirements for approval by the SBEC.

<b>SBEC-Required Components</b>	
<b>Component</b>	<b>Component Description</b>
<b>1. Governance</b> (19 TAC §228.20)	Pertaining to the EPP’s advisory committee functions, responsibilities, and program amendments.
<b>2. Admission</b> (19 TAC §227.10)	Pertaining to admission criteria required of all applicants seeking initial certification in any class of certificate.
<b>3. Educator Preparation Curriculum</b> (19 TAC §228.30)	Pertaining to standards-based curriculum required of all candidates seeking certification.
<b>4. Preparation Program Coursework and/or Training</b> (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><b>5. Assessment and Evaluation of Candidates for Certification and Program Improvement</b> (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><b>6. Professional Conduct</b> (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><b>7. Complaints and Investigations Procedures</b> (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><b>8. Certification Procedures</b> (19 TAC §§230.36, 230.37, and 230.31)</p>	<p>Pertaining to the requirements for the issuance of Standard certificates.</p>
<p><b>9. Required Submission of Information, Surveys, and Other Data</b> (19 TAC §229.3)</p>	<p>Pertaining to all data and information an educator preparation program must submit to TEA.</p>

Representatives from Region 10 Education Service Center will attend the February 2022 SBEC meeting and will address the Board’s questions related to their application as needed.

**Certifications Requested:**

- Principal as Instructional Leader EC-12

**Anticipated Enrollment Start Date:** Summer 2022

**Anticipated Number of Educators for the First Year:** 20

**Cost of the Program per Participant:** \$6,100

**PUBLIC AND STUDENT BENEFIT:** The addition of this new certification class offered by the Region 10 Education Service Center will develop quality instructional leaders through a hybrid learning model.

**ASSOCIATE COMMISSIONER'S RECOMMENDATION:**

Approve the Region 10 Education Service Center to offer the Principal as Instructional Leader EC-12 certification class as presented.

**Staff Members Responsible:**

Dr. Pamela Wetherington, Director, Educator Preparation

Angela Von Hatten, Education Specialist, Educator Preparation, Certification, and Enforcement

**Attachments:**

- I. Statutory Citations Relating to the Approval of New Educator Preparation Programs
- II. Executive Summary for Region 10 Education Service Center, Alternative Certification Route

**ATTACHMENT I**

**Statutory Citations Relating to the Approval of New Educator Preparation Programs**

**Texas Education Code, §21.0443, Educator Preparation (excerpts):**

- (a) The board shall propose rules to establish standards to govern the approval or renewal of approval of:
  - (1) educator preparation programs; and
  - (2) certification fields authorized to be offered by an educator preparation program.
- (b) To be eligible for approval or renewal of approval, an educator preparation program must adequately prepare candidates for educator certification and meet the standards and requirements of the board.

**Texas Education Code, §21.044, Educator Preparation (excerpt):**

- (a) The board shall propose rules establishing the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program. The board shall specify the minimum academic qualifications required for a certificate.

## ATTACHMENT II

**Introduction:** Region 10 Education Service Center has an active certification program for teachers and diagnosticians. In response to the needs expressed by constituents, the EPP is requesting the addition of the Principal as Instructional Leader class of certificate. The program's face-to-face element, steeped in research-based practices, allows for thoughtful reflection as well as networking, direct and immediate feedback. By tapping into the natural sociability of candidates, instructors can pivot training to meet the complex nature of human behavior allowing for examples and explanations based on candidate needs. The 70% face-to-face and 30% online learning components will provide critical experiential learning for instructional leaders. In addition, candidates will benefit from the expertise of field supervisors, instructors, and other instructional leaders throughout coursework and Capstone sessions. The Principal as Instructional Leader class of certificate would support the Commissioner's Strategic Priority of retaining educators. According to Wallace (2011) and NAESP (2013), "Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school." Research shows a direct correlation between strong instructional culture and teacher retention rates. These indicators are directly fostered by strong instructional leaders. Our goal is to develop quality instructional leaders. The initial cohort of 20 candidates will begin Summer 2022 with a cost of \$6,100.00 per candidate. In subsequent years, we anticipate growth to meet regional needs. The program directors, field supervisors, and instructors meet the qualifications required by TEA.

### **Component 1: Governance of Educator Preparation Programs**

According to 19 TAC §228.20, the Region 10 EPP advisory committee includes 20 members representing 11 public/private schools, 4 Region 10 Education Service Center staff, 4 institutions of higher education, and 2 business and community partners. The roles and responsibilities are in accordance with 19 TAC §228.20 including: meeting at least yearly; assisting in the design, delivery, evaluation, and policy decisions; retaining meeting records; providing support for the EPP to meet TEA standards; and ensuring accountability for program quality and candidates recommended for certification.

### **Component 2: Admission Criteria**

Admission criteria includes valid teaching certification (Texas or comparable); a minimum of 3 years teaching experience, and a master's degree from an accredited institution of higher education with an overall GPA of 3.0 or higher [19 TAC §241.5]. For foreign degrees, the following documents are required: Work Authorization (copy); Course by Course Evaluation approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board or by the U.S. Department of Education [19 TAC 245]. Foreign degrees must be from one of the countries listed in 19 TAC 230.11(b)(5)(c) where English is the official language or have passed the TOEFLiBT with acceptable scores (Speaking – 24, Listening – 22, Reading – 22, Writing – 21). The application must include an official transcript, documented years of service, valid teaching credentials, three professional references including a direct supervisor, and the following signed documents: district agreement/consent form, criminal background check affidavit, candidate acknowledgment form of program criteria.

### **Component 3: Educator Preparation Curriculum**

A guaranteed, viable curriculum ensures all candidates have an equal opportunity to learn. Online components support extended learning from the face-to-face components. The backward-design method used to write a spiraling curriculum that is aligned to the Educator Standards for Principals, Commissioner's Rules for Administrators, TEA Pillars, and Knowledge, Skills and Mindsets (KSMs) will be used for realignment as standards are updated. Mastery of

standards will be demonstrated via rubrics, checklists, and assignment submissions.

#### **Component 4: Preparation Program Coursework, Delivery & Ongoing Support**

Coursework will be online and face-to-face totaling 210 hours (June-August). Capstone courses will be held monthly (August-May) for coaching, discussion, and instructional leadership topics totaling 40 hours. The practicum (160 hours) will be completed August-May through a series of personalized learning opportunities. Coursework and Capstone hours will be delivered and tracked via the Matrix online platform. Coursework and Capstones were designed by the Region 10 Education Service Center's Design Team who are experts in Teaching and Learning, Administrative Services, Instructional Leadership, Personnel Services, Human Resources, Special Populations and Digital Learning using backward design, Quality Matters standards, Learning-Transfer Evaluation Model and the Region 10 Professional Learning Model which are research-based. In addition to instructor support, site supervision and field supervision support are provided throughout the program. Initial field supervision meetings will include expectations for the site and field supervisor and candidate. Follow-up meetings will be driven by candidate needs. All candidates will have three (3) required observations totaling 135 minutes. Online and technical support will be provided within a 24-hour turnaround. Estimated program completion is 12-18 months.

#### **Component 5: Assessment & Evaluation of Candidates & Program**

The EPP will conduct ongoing internal and external evaluations by collecting feedback from candidates, field supervisors, site supervisors, administrators, other district personnel, and Region 10 Education Service Center staff. Program assessment will be ongoing and examine curriculum via end-of-course candidate surveys. Candidate success and progress will be measured and tracked through summative and formative assessments, course and Capstone completion as documented by rubrics, practicum log, KSM checklist, Curriculum Benchmarks, and the EPP database. Program and candidate evaluation includes TExES exam 268, Principal as Instructional Leader, and Performance Assessment for School Leader (PASL) scores. Annual program evaluation will align with TEA audit criteria and reporting data. The advisory board will review data and provide input for program performance yearly. Records and data will be retained electronically for five years.

#### **Component 6: Professional Conduct**

All candidates, staff, instructors, and field supervisors will attend the Texas Educator's Code of Ethics training. A signed statement of understanding and adherence will verify attendance.

#### **Component 7: Complaints Process**

Region 10 Education Service Center's complaint procedures are posted on the website and throughout the building. Complaints against the EPP are handled by the Program Director via phone or email within 10 days. Conflicts will be resolved informally if possible. If unresolved, a grievance or formal complaint may be filed with the EPP. Complaints at this level must follow the EPP policy provided online at [www.region10.org](http://www.region10.org). If unresolved by the Region 10 Education Service Center, a complaint may be filed with the TEA on their website. A printed copy of policies is available upon request.

#### **Component 8: Issuance of Certificates**

In compliance with 19 TAC§230 candidates will be recommended for the standard certificate upon successful completion of the program including coursework, practicum, PASL, and TExES exam 268. Both the field and site supervisors must recommend the candidate for certification.

**Component 9: Data Reporting**

The EPP staff monitors accountability data regularly and reports all required data elements to TEA as a part of the annual performance reports relating to the Accountability System for Educator Preparation (ASEP) to ensure continued accreditation.