

Item 20:

Discussion of Teacher Performance Assessment Options

DISCUSSION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to continue discussions and address questions raised during the SBEC's September 29, 2022 work session and provide guidance to staff on potential future rulemaking related to educator preparation program requirements, educator preparation program accountability, and educator certification requirements as they relate to teacher performance assessments.

STATUTORY AUTHORITY: The statutory authority for the classroom teacher class certificate structure is Texas Education Code (TEC), §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4), 21.041(c), 21.044(a), 21.0441, and 21.048(a). The statutory authority for 19 TAC §230.21 is the Texas Education Code (TEC) §§21.041(b)(1), (2), and (4); 21.044(a); 21.048; 21.050; 22.082; and Texas Occupations Code (TOC), §54.003.

FUTURE ACTION EXPECTED: Texas Education Agency (TEA) staff will bring future discussion items to the SBEC on this topic at the SBEC's direction.

BACKGROUND INFORMATION AND JUSTIFICATION: At the July 21, 2022 SBEC work session, the SBEC reflected on the outcome of the June 2022 State Board of Education (SBOE) meeting, discussed potential options for implementation of a teacher performance assessment, and engaged with a panel of professional organization representatives and an State Board of Education member on their input on the options. A draft decision matrix, representative of decisions frequently raised by stakeholders, was used by the SBEC and TEA staff to guide the discussion of potential options and next steps. The draft decision matrix can be found in Attachment A.

As an outcome of the July 2022 work session, Chair Streepey directed TEA staff to convene another work session in September 2022 to continue the discussion related to teacher performance assessment options. Chair Streepey directed staff to include representatives from preparation programs and school district partners who participated in the edTPA pilot and additional policy stakeholders in work session panels to provide additional context to inform their discussion.

This item will provide the SBEC with the opportunity to continue discussions and address questions raised during the SBEC's September 29, 2022 work session focused on reflections on the edTPA pilot and options related to the implementation of a teacher performance assessment. In addition, this item provides the SBEC with the opportunity to provide guidance, as appropriate, to TEA staff regarding next steps related to stakeholder engagement and future rulemaking.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the proposed rulemaking would be clear requirements to identify rigorous, relevant, and reliable coursework and examinations that can better determine the preparation and skills of classroom

teachers upon entry into the profession, and thereby ensure retention of these qualified professionals for years to come.

Staff Member Responsible:

Jessica McLoughlin, Director, Talent Pathways

Attachment:

Teacher Performance Assessment Decision Matrix

ATTACHMENT

SBEC Work Session: Decision Matrix

Decisions	Ch. 230	Ch. 228	Ch. 229
<p>Decision 1: Does the SBEC implement a TPA as a certification exam, program/certification requirement, or neither?</p>	<p>(can select more than one)</p> <ul style="list-style-type: none"> • PPR • PPR with edTPA optional • Redesigned PPR • edTPA • edTPA and alternative TPA via annual RFP as options • Alternative TPA via RFP • Texas-created alternative TPA (when available) • Add performance component to content pedagogy exams 	<ul style="list-style-type: none"> • Don't require edTPA or a TPA as a program or certification requirement in 228 • Add edTPA as a program requirement for completion (no cut score) • Add edTPA as a certification requirement (cut score) for completion • Add a locally developed or statewide procured TPA as a program requirement for completion (EPP determined cut score) 	
<p>Decision 2: Who is required to complete the requirement?</p>	<ul style="list-style-type: none"> • All teacher candidates required to take exam • CTE and fine arts fields not required to take exam if edTPA or alternative TPA 	<ul style="list-style-type: none"> • All teacher candidates required to complete the TPA • CTE and fine arts fields not required complete the TPA • N/A (don't include as a program or cert requirement) 	
<p>Decision 3: When are candidates required to complete the requirement?</p>	<ul style="list-style-type: none"> • Before intern, probationary, or standard certificate • Before standard certificate 	<ul style="list-style-type: none"> • Before intern, probationary, or standard certificate • Before standard certificate • N/A (don't include as a program or cert requirement) 	

Decisions	Ch. 230	Ch. 228	Ch. 229
<p>Decision 4: How are candidates held accountable for the requirement?</p>	<ul style="list-style-type: none"> • Passing standard • Passing standard only phased in based on determination that there won't be a significant increase in teacher vacancies. (Completion standard until that time). • Increase passing standard 	<ul style="list-style-type: none"> • Local evaluation • External evaluation • At least X% external evaluation • N/A (don't include as a program or cert requirement) 	
<p>Decision 5: How are programs held accountable for the requirement?</p>		<ul style="list-style-type: none"> • Include as a component reviewed for completion during 5-year continuing approval reviews • N/A (don't include as a program or cert requirement) 	<ul style="list-style-type: none"> • EPPs accountable for pass rate on pedagogy exam • EPPs accountable for scaled score on pedagogy exam
<p>Decision 6: How long does the SBEC maintain the requirement?</p>	<ul style="list-style-type: none"> • Keep exam requirements until future rulemaking • Sunset or require review of exam requirements on a specified timeline (ex: 5 years) 		
<p>Decision 7: Does the SBEC implement additional updates to on preparation program requirements and accountability?</p>		<p>(can select more than one)</p> <ul style="list-style-type: none"> • Increase pre-service requirements for ACPs • Limit late-hires for ACP candidates • Clarify definition and purpose of formative assessments in preparation definitions • Create a teacher residency preparation route • Keep current EPP requirements 	<p>(can select more than one)</p> <ul style="list-style-type: none"> • Raise performance bar for principal and teacher surveys in ASEP • Raise performance bar for pedagogy exam performance in ASEP • N/A