The background of the slide is an aerial photograph of a city skyline, likely Austin, Texas, featuring several tall skyscrapers and a river in the foreground. The sky is a mix of blue and orange, suggesting a sunset or sunrise. A white rectangular box is overlaid on the center of the image, containing the main title and subtitle.

Statewide Collaboration to Support Strong Texas Educator Preparation

TEA CSOTTE 2023

Texas Education Agency:

Department of Educator Preparation, Certification, and Enforcement



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Celebrating Collaboration



Reading Academies for EPP Working Group



Quality Review Pilot Programs

Dallas College

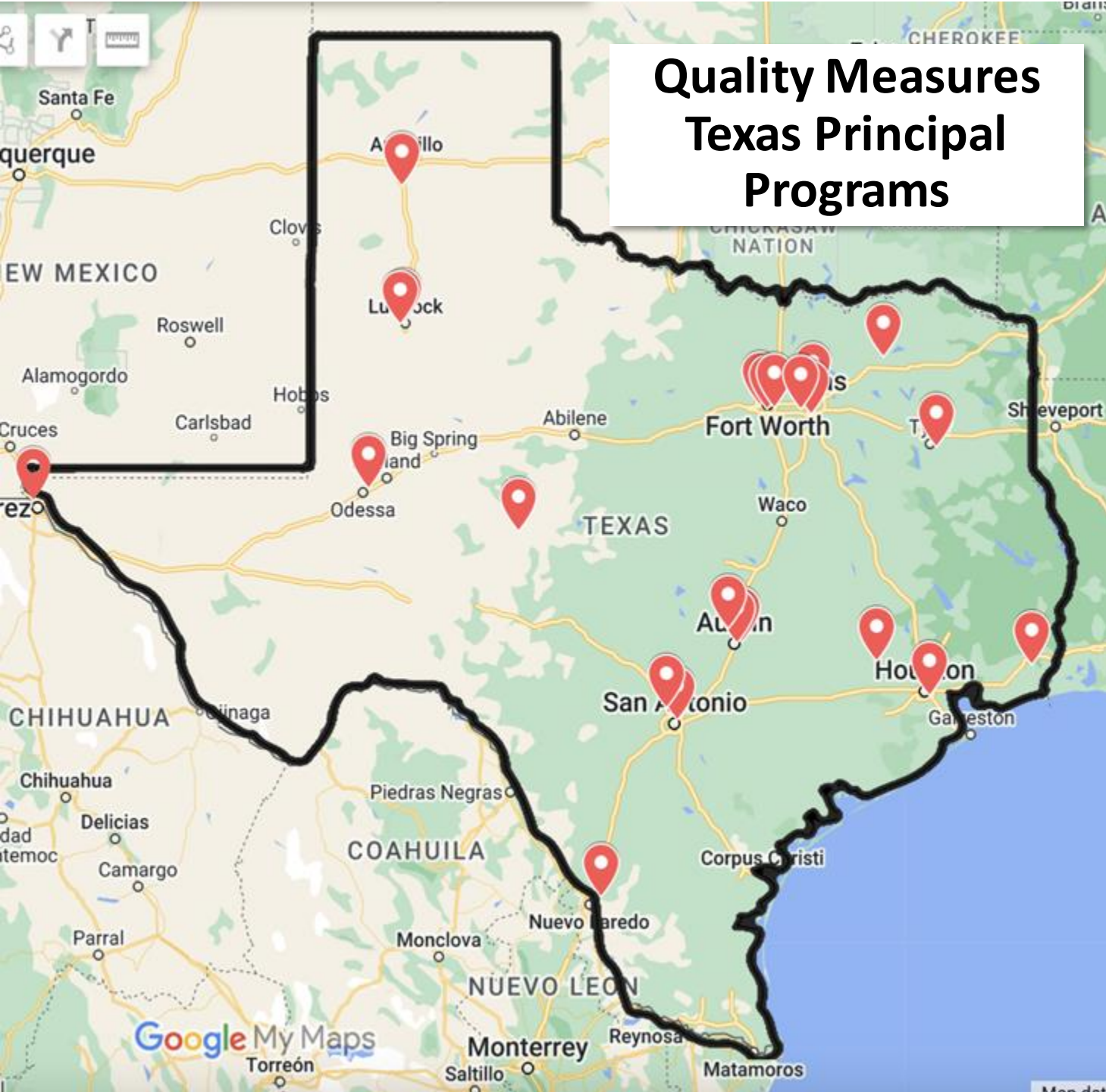
Sam Houston
State University

Tarleton State
University

University of
Houston -
Downtown

St. Mary's
University





Residency Showcases at July SBEC Work Session

Dallas College and Richardson ISD	Sam Houston State University and Klein ISD	Tarleton State University and Huckabay ISD	University of Texas El Paso and Socorro ISD
<p>Sarah Delano Dr. Christopher Goodson</p>	<p>Dr. Stacey Edmondson Dr. Helen Berg Dr. Abbie Strunc Marlene Garcia</p>	<p>Dr. Chris Sloan Dr. Joshua Jones Dr. Christy Reed Superintendent Wes Corzine</p>	<p>Dr. Clifton Tanabe Jina Eksaengsri</p>



More Residency Celebrations...

- **20 + EPPs** and **over 60 district partners** have supported multiple feedback forums regarding the teacher residency route to certification.
- This year we have Residency EPPs working alongside more than **100 district partners** to design and implement **sustainably funded, paid teacher residency programs**.
- A huge thank you to the **9 Teacher Residency Programs** who supported the **Texas Residency Webinar Series**, sharing their unique approaches to designing and implementing the teacher residency model.



Effective Preparation Framework

Effective Preparation Framework 1.0

Aspirational vision for best practice in educator preparation developed by the field, for the field



Extensive stakeholder feedback throughout the development process (March 2021 – May 2023).

Strong alignment with state vision for effective school and district best practices.

Going forward, opportunities to iterate on framework content based on lessons learned in the field through piloting.



Lever 1: EPP Leadership and Planning	Lever 2: Talent Recruitment and Management	Lever 3: P-12 Partnership	Lever 4: Curriculum	Lever 5: Instruction and Support	
<p>Develops, implements, monitors, and continuously improves program systems and structures aligned to the program's vision, mission, guiding principles, and strategic plan.</p>	<p>Strategically recruits, selects, supports, and retains teacher candidates through successful completion of the preparation program.</p>	<p>Builds and maintains strong, collaborative partnerships with LEAs by establishing a shared vision, mutual accountabilities, and ongoing governance practices to produce well-prepared beginning teachers ready to meet the partner's needs.</p>	<p>Designs standards-aligned curriculum that integrates meaningful practice-based experiences and builds candidates' skills to meet the need of all students.</p>	<p>Structures meaningful, integrated practice-based experiences throughout the preparation program and provides ongoing opportunities for coaching, development, and continuous improvement of teacher candidates, program faculty and staff, and LEA partners.</p>	
EA 1.1: Vision, Mission, Guiding Principles	EA 2.1: Admission Standards	EA 3.1: Program-LEA Partnership Structures	EA 4.1: Standards-Aligned Curriculum	EA 5.1: Faculty/Instruction Professional Development and Support	
EA 1.2: Strategic Planning	EA 2.2: Recruitment and Selection	EA 3.2: Collaborative Governance	EA 4.2: Integration of Practice-Based Experiences in Curriculum	EA 5.2: Design of Competency-Driven Practice-Based Experiences	
EA 1.3: Implementation, Monitoring, and Reflection	EA 2.3: Demonstration of Teacher Candidate Proficiency		EA 4.3: Coursework on Meeting the Needs of All Students	EA 5.3: Implementation of Competency-Driven Practice-Based Experiences	
EA 1.4: Continuous Improvement Practices				EA 5.4: Mentor, Cooperating and Host Teacher Training and Support	
<p>EPF website coming soon that will include a one-stop-shop for information about the EPF as well as Texas EPP exemplars and resources</p>					EA 5.5: Formative Coaching Practices
					EA 5.6: Extended Pre-service Practice in a Clinical Teaching Setting

Purpose of the EPF

From the beginning of discussions regarding the EPF, the focus has been to operationalize the EPF to support 3 key purposes



Common Language

Build a common language around the best practices effective EPPs engage in daily



Continuous Improvement

Support EPP continuous improvement through recognition of high-quality programs and an aligned continuing review process



Alignment

Provide the foundation for alignment of statewide resources and supports to the needs of Texas EPPs

Three Actions to Support Implementation of the EPF

Actions to Prioritize Support for EPP Continuous Improvement

Redesign the Continuing Approval Review process in alignment with the EPF, to provide substantive feedback to EPPs on areas of strength and opportunities for improvement.

Vet third party technical assistance and professional services providers who provide training and support to EPPs aligned with the EPF levers, which could be used by the TEA when providing training opportunities for EPPs and could be used by the SBEC when leveraging sanctions on an EPP.

Update Commendation 4: Innovative EPP Practices to identify and recognize programs that demonstrate implementation of key EPF actions at the highest level of quality.

SBEC's Continuing Approval Review Charge:

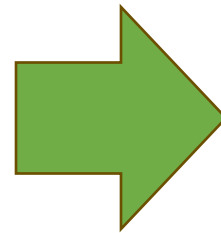
Opportunity to consider a shift in focus from compliance to continuous improvement in alignment with the SBEC's vision for quality

Current Continuing Approval Review Process:

TEA staff charged by the SBEC to review all programs on a five-year cycle for evidence of compliance with TAC/TEC.

Process implemented with a high degree of fidelity and quality.

Consistent focus in ensuring alignment with the SBEC's expectations and requirements.



Discussion of a Quality Review Process:

Opportunity to consider broadening the SBEC's charge to review all programs for evidence of compliance and provide substantive feedback to drive continuous improvement, in alignment with the SBEC's vision for EPP quality (the EPF).

Process would be implemented with the same high degree of fidelity and quality.

Consistent focus on ensuring alignment with the SBEC's expectations, requirements, and vision for quality.

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University

University of
Houston -
Downtown

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University



Draft Redesigned Continuing Approval Review Process

Policy in Action for EPP Continuing Approval and Continuous Improvement



Teacher Residencies & Strategic Staffing



Currently nearly 90 TCLAS decision 5 districts are implementing staffing models for paid teacher residencies...

Implement **paid teacher residencies** in partnership with a high-quality educator preparation program



Implement **strategic staffing models** to sustainably fund teacher residencies and build educator pipelines

As of **Spring 2023**, over 20 more districts were granted to engage in design during the 2023-2024 School year.

During **Spring 2024**, TEA will launch an additional grant to support strategic staffing for teacher residency models.



Texas Strategic Staffing leads school systems and EPP partners to design staffing models that meet immediate instructional needs and fund sustainable, paid teacher residencies

Texas Strategic Staffing

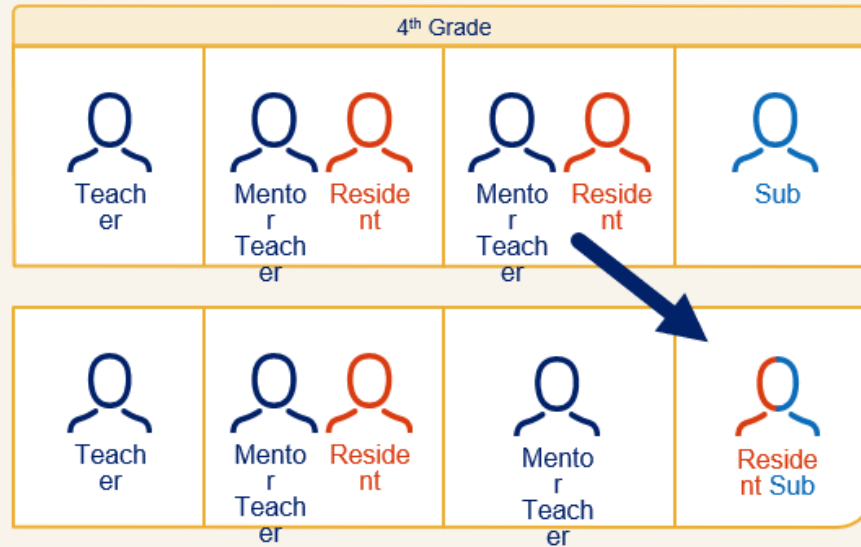
Residents as Substitutes

Residency Models & Funding Reallocation

The **substitute teaching** model relies on residents spending at least *one day per week* serving as a substitute teacher for other teachers in the school, receiving pay through dollars typically spent on substitute teachers.

Benefits:

- Address substitute staffing needs on campus
- Continuity of learning for students
- Resident gets immediate exposure to other learning environments, grade levels

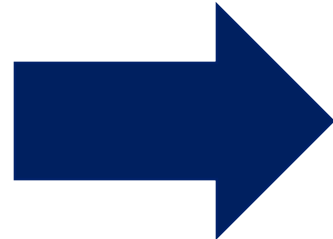
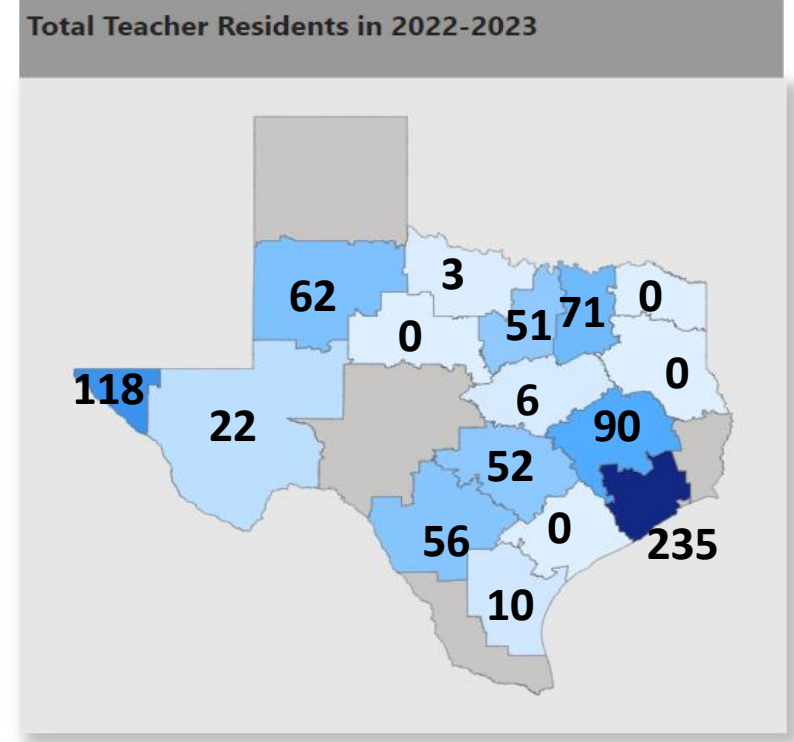
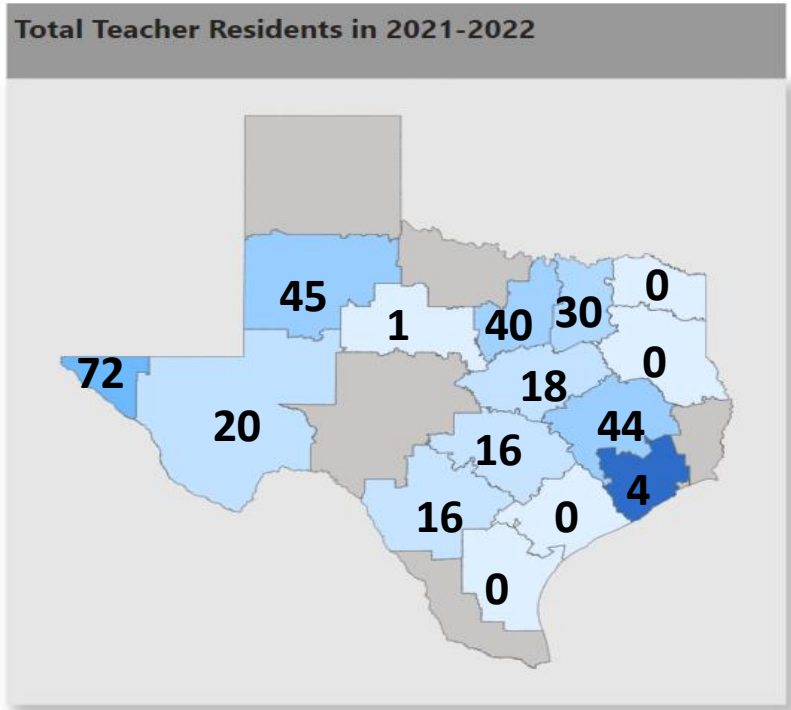


Strategic staffing design focuses on making staffing and scheduling decisions driven by **immediate and long-term instructional needs** to **reallocate and reinvest** underutilized, existing LEA dollars to fund talent pipelines.



To learn more about the Texas Strategic Staffing models and approach, visit the QR code!

Teacher Resident Production Trends: With additional runway for partnership coordination and planning, teacher resident production increased from Y1-Y2, with increased regional density



Number of Placed Teacher Residents
462

Number of LEAs Placing Teacher Residents
41

Number of Placed Teacher Residents
789

Number of LEAs Placing Teacher Residents
64

Across Texas Strategic Staffing design session in 2022-2023, more than 97% of school system and EPP partners responded that the sessions:

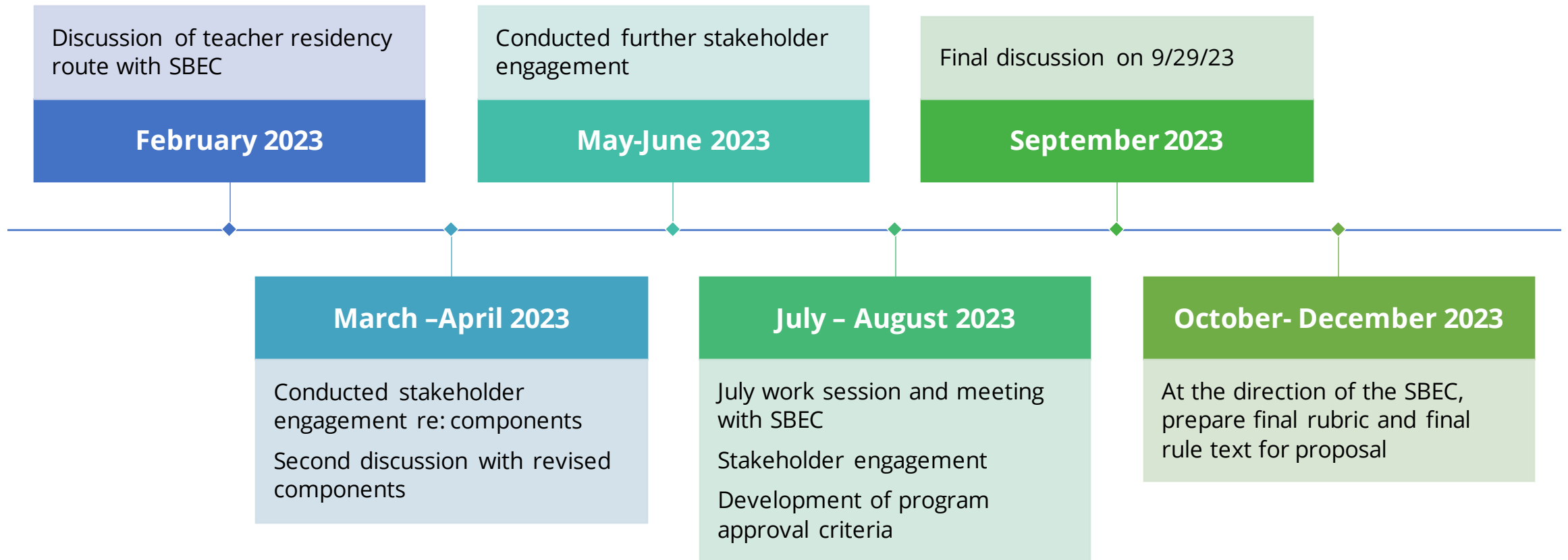
- met their organizational needs, and
- prioritized their voice and input during the sessions.

Remarks from participants centered on the following themes:

- Perception that while this is new and innovative, it is possible to design and fund these sustainable models.
- Appreciation for deep partnership work with their EPPs to make shared decisions.
- Perception that they are leaving sessions having accomplished major deliverables and made important decisions.



Development of the Teacher Residency Certification Route





Draft Teacher Residency Preparation Requirements

Defining the bar for quality preparation through a teacher residency certification route- prioritizing optimal teacher preparation through mutually beneficial partnerships

Focus Area	Components	Key Features
Instruction and Coursework	Coursework Requirements	Emphasis on coherence across req. 300 hours of coursework, clinical experience, and embedded coaching.
	Practice Based Experience in a Classroom Setting	Residents experience full academic year, minimum of 21 hours per week, and 750 hours of practice in a sheltered co-teaching setting with host teacher.
	Instructional Setting	Shared decision making between district and EPP if candidate placed in up to 2 settings versus one with a consistent host teacher.
	Host Teacher Requirements	Shared role in selection and training of host teachers. Two annual trainings + job embedded support focused on co-teaching and coaching.
	Co-teaching Requirements	Gradual release of responsibility to demonstrate proficiency in ed. Standards.
Supervision and Coaching	Field Supervisor Requirements	Training requirements include coaching, co-teaching, relevant LEA trainings. Meaningful collaboration with site administrator and mentor teacher to support TRs.
	Teacher Resident Coaching	Observation and Feedback 4x a semester for incremental skill development (see training)
	Formal Observations	4 observations/ year with pre, post and written feedback. Data used in governance.
Evaluation of Candidate Readiness and Continuous Improvement	**Certification Exam Requirements & Evaluation of Candidate readiness **	Content Pedagogy Exam required 4 embedded performance gates/ year that measure a candidate's progress to reach 'proficiency' in the performance standards defined in 228.67(f). Note: program approval to offer residency route includes review of performance gate quality. Approved programs only maintain route upon quality review one year following approval.
	Governance	Partnership conducts quarterly review of residency program data to inform candidate support

Texas Teacher Residency Resources

Texas Teacher Residency
Webinar Series:



Texas Teacher Residency
Landscape Tool:



Elevating Quality with EPP Rules

Chapter 228 – Updates to the Educator Preparation Program Rules

Initial 228 Rewrite Focus

1

Reorganize the chapter for readability and make technical edits

2

Integrate foundational components of the EPF

3

Develop the teacher residency preparation route



Additional Updates in September Based on Stakeholder Input

Feedback from stakeholders on additional opportunities to elevate quality within educator preparation rules



Redesigned Chapter 228
September Discussion Item > December Proposal Item

Enhance Field Based Experiences

- **Increase from 30 to 50 hours** *(228.43(b), p. 41)*
- **Defined parameters for FBE activities** *(228.43 (c), p. 41)*
- **Integrate FBEs into coursework to connect coursework & practice** *(228.2(24), p. 30), (228.41(a), p. 40)*
- **Expanded flexibilities for completion (added substitute teaching)** *(228.43(d)(4), p. 42), (228.2(6), p. 28)*

Strengthen Pre-service Training

- **Additional training topics informed by legislation** *(228.41(b), p. 40-41)*
- **Reinforce skills-based practice across early coursework and FBEs** *(228.41(b), p. 40), (228.43(a), p. 41)*
- **Reinforce assessment of candidate proficiency via performance tasks** *(228.41(b), p. 40-41)*

Support Late Hire Candidates

- **Require completion of initial pre-service coursework in first 90 days of placement** *(228.55(c), p. 45)*
- **Earlier and more frequent contact with Field Supervisor (two in person informal observations in first 8 weeks)** *(228.101(b)(6), p. 59)*

Clinical Teaching Time and Requirements

- Flexibility in clinical teaching duration with shift from 14/28 weeks to 490 hours *(228.67(b), p. 51)*
- Require co-teaching during clinical experience *(228.67(d), p. 52)*

Field Supervisor Requirements

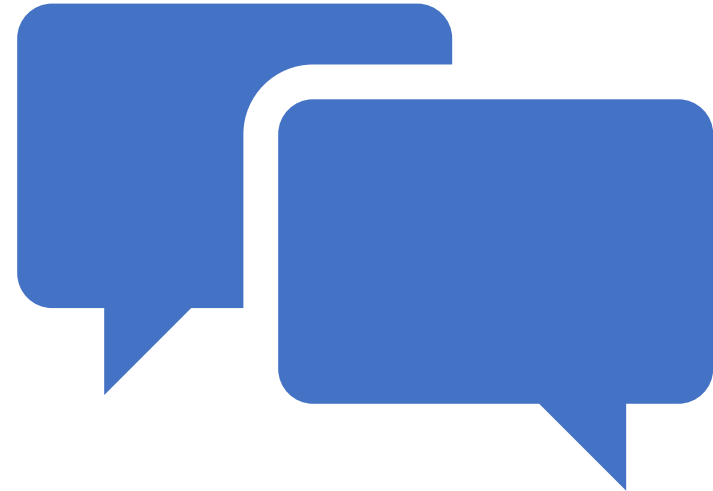
- Require annual field supervisor training and TEA/T-TESS training every 3 years *(228.101(b)(1), p. 59)*

Observation and Coaching Requirements

- Increased formal observations (4 for clinical teaching, 5 for internship on probationary certificate) *(228.107(b), p. 60), (228.109, p. 61)*
- Require informal observations (at least 3 per semester) *(228.101(b)(5), p. 59)*
- Require initial formal observation for interns within first 4 weeks *(228.109(a), p. 61)*

Opportunities for Engagement

- Stakeholder input Sessions on 228 rule text
- 228 Public Comment period
- Stakeholder input and collaboration in the design of continuing approval review design and piloting





TEA Team Office Hours

TEA Office Hours will be held today from 9:00-11:00 AM.

Thank you to everyone who stopped by yesterday and posed questions and/or provided feedback!

We hope to see you there!

Meet our Team

(and visit with us at the TEA Office Hours!)

Contact for Further Support Regarding the EPF:



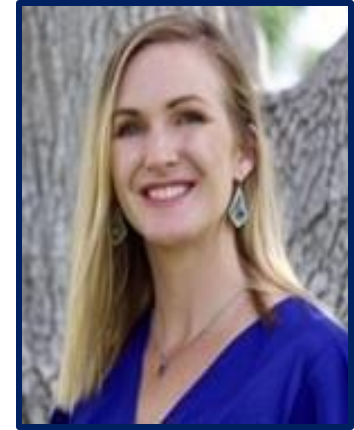
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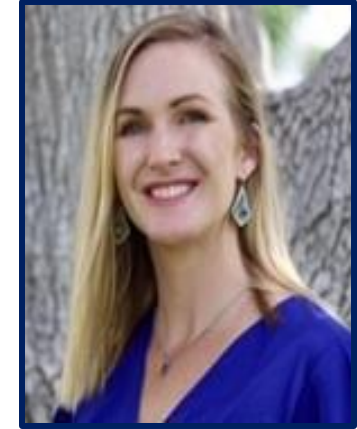
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Thank You!