

Consortium Of State Organizations For Texas Teacher Education

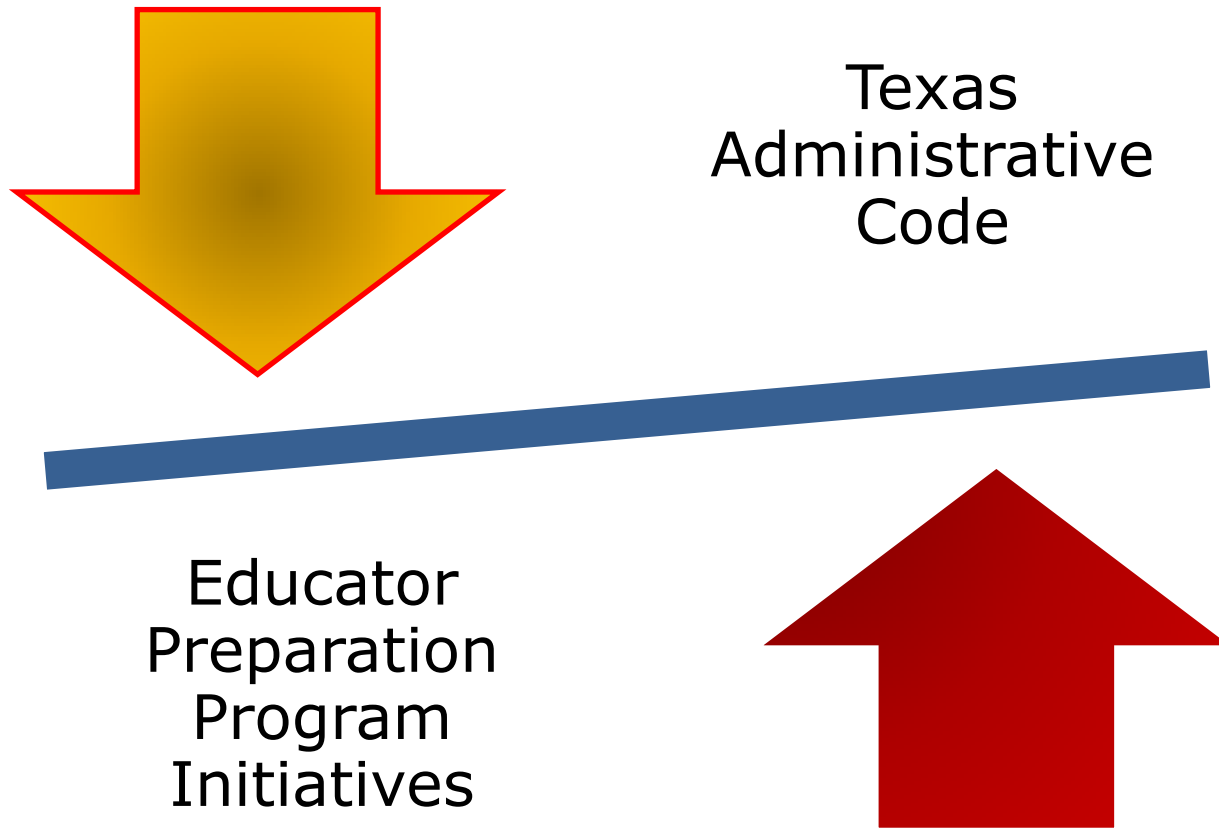
Texas Education Agency

**Educator Certification, Standards and
Fingerprinting**

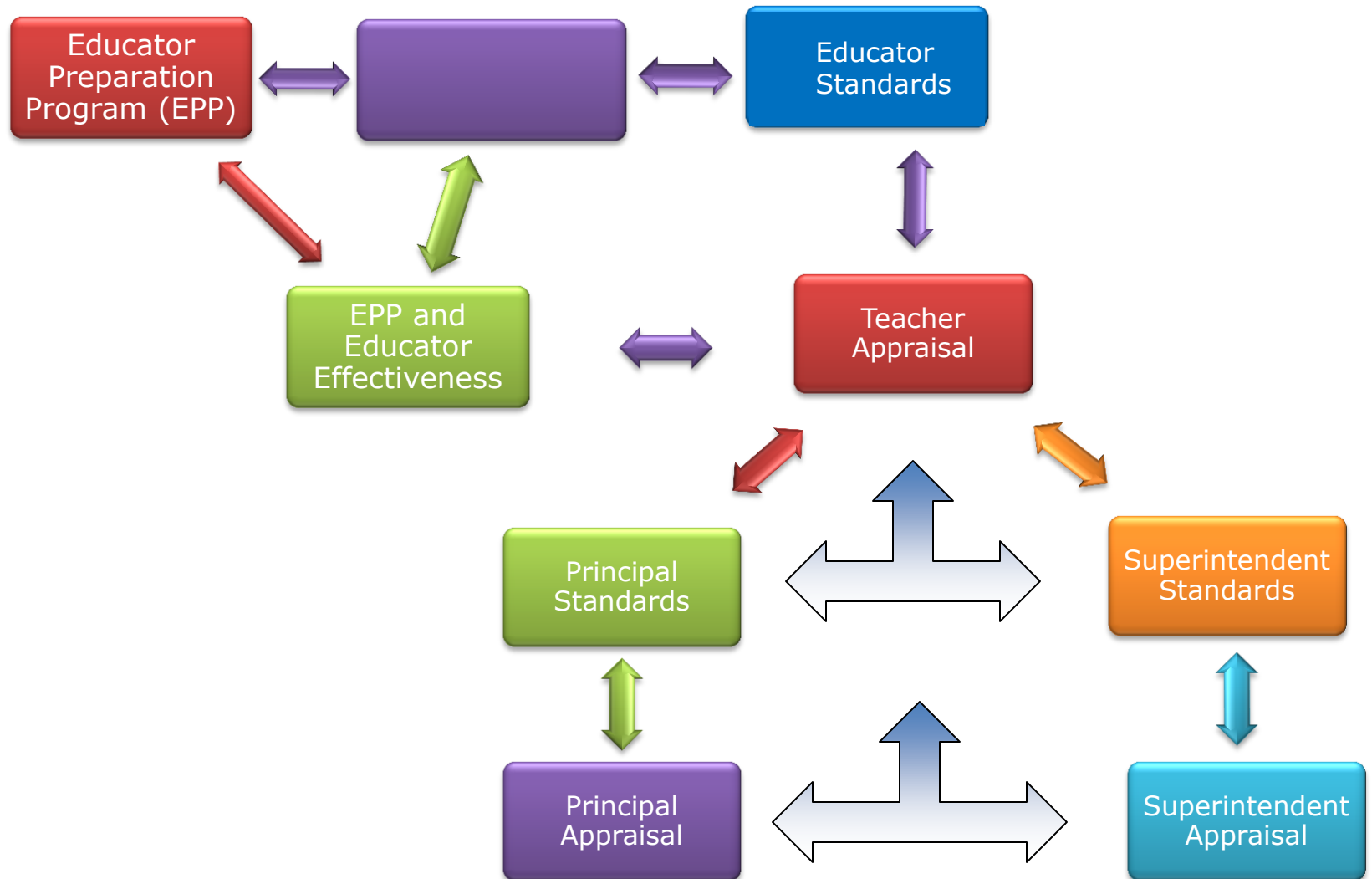
Janice Lopez, Director
David Carmody, Manager

- How do we increase the interdependencies among all the different pieces?
 - Texas Administrative Code (TAC)
 - Retain enough flexibility for programs to grow and improve
 - Support and guide program toward improvement and growth
- How do we ensure consistency and cohesiveness when implementing Texas Administrative Code (TAC)?
 - Align with other TAC
 - Create and understand for all such as districts and programs

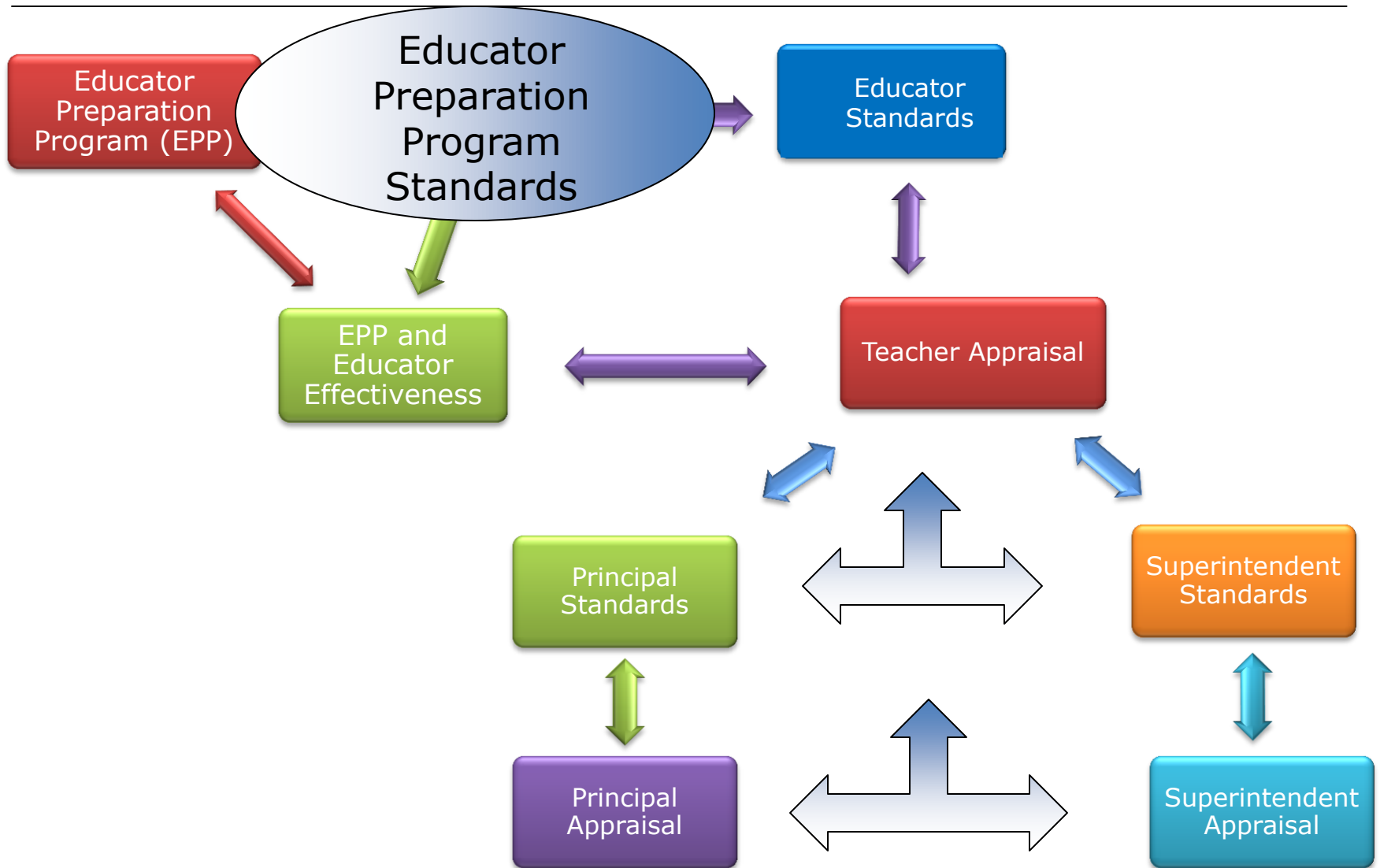
Finding the Balance



Thinking "Systems"



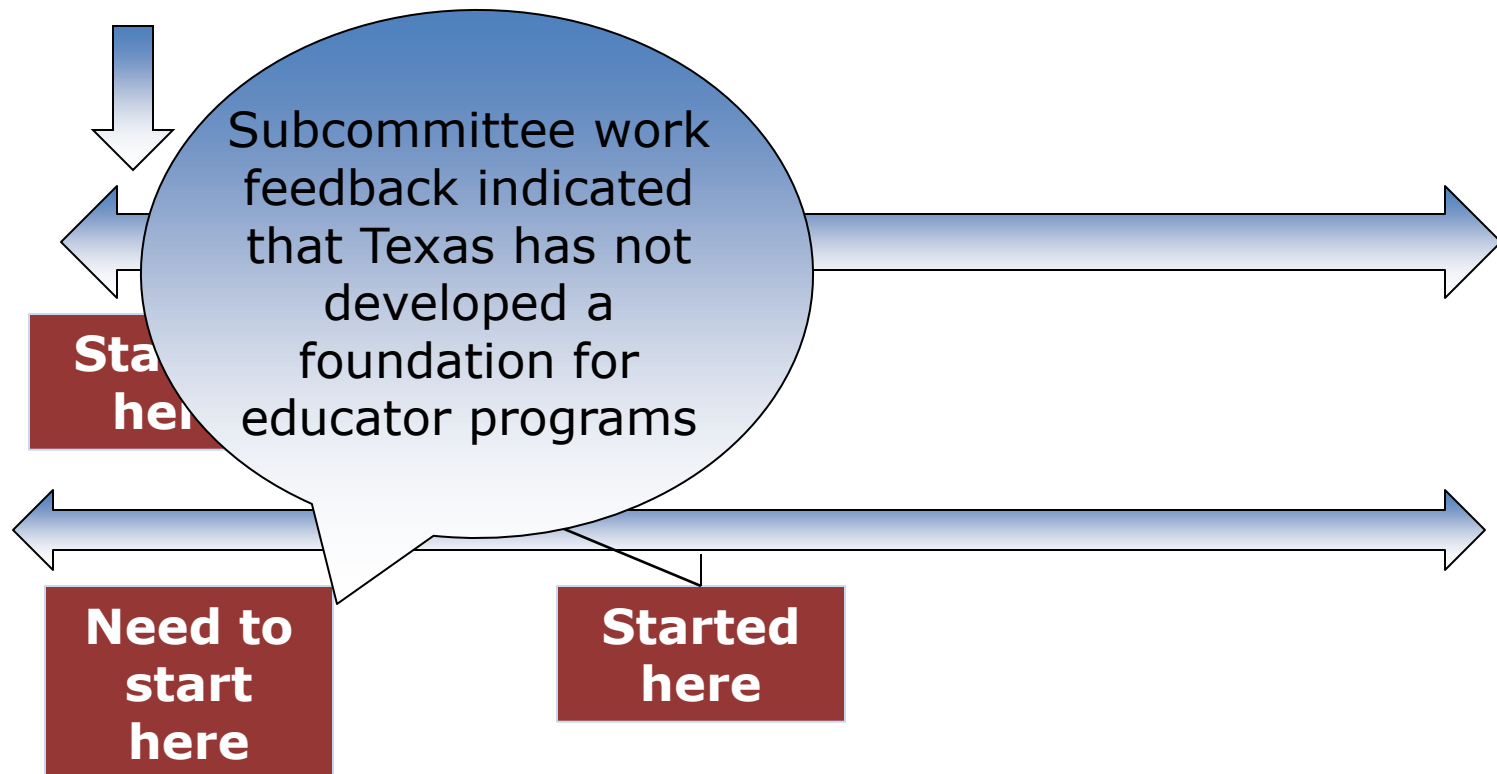
Thinking "Systems"

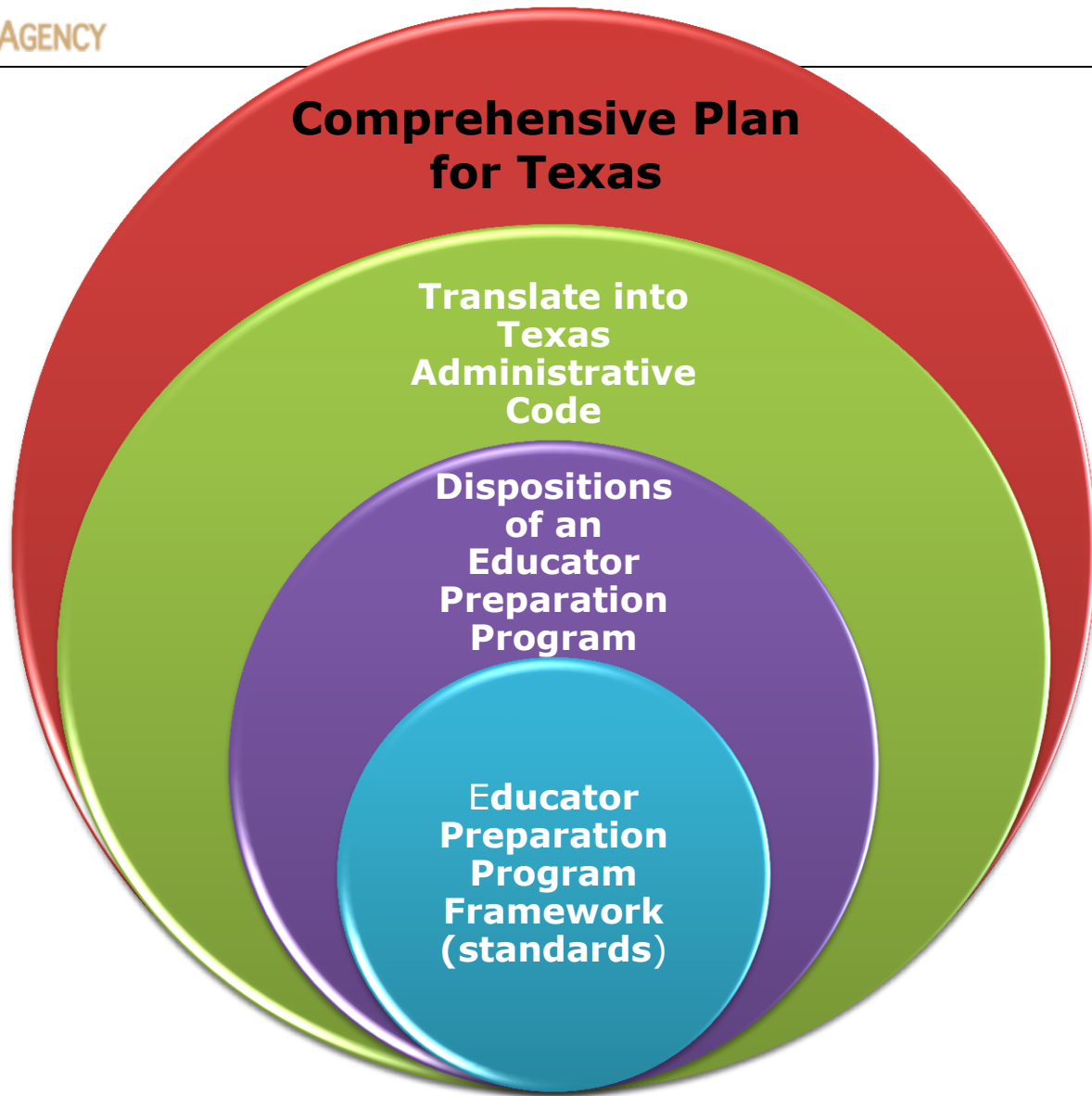


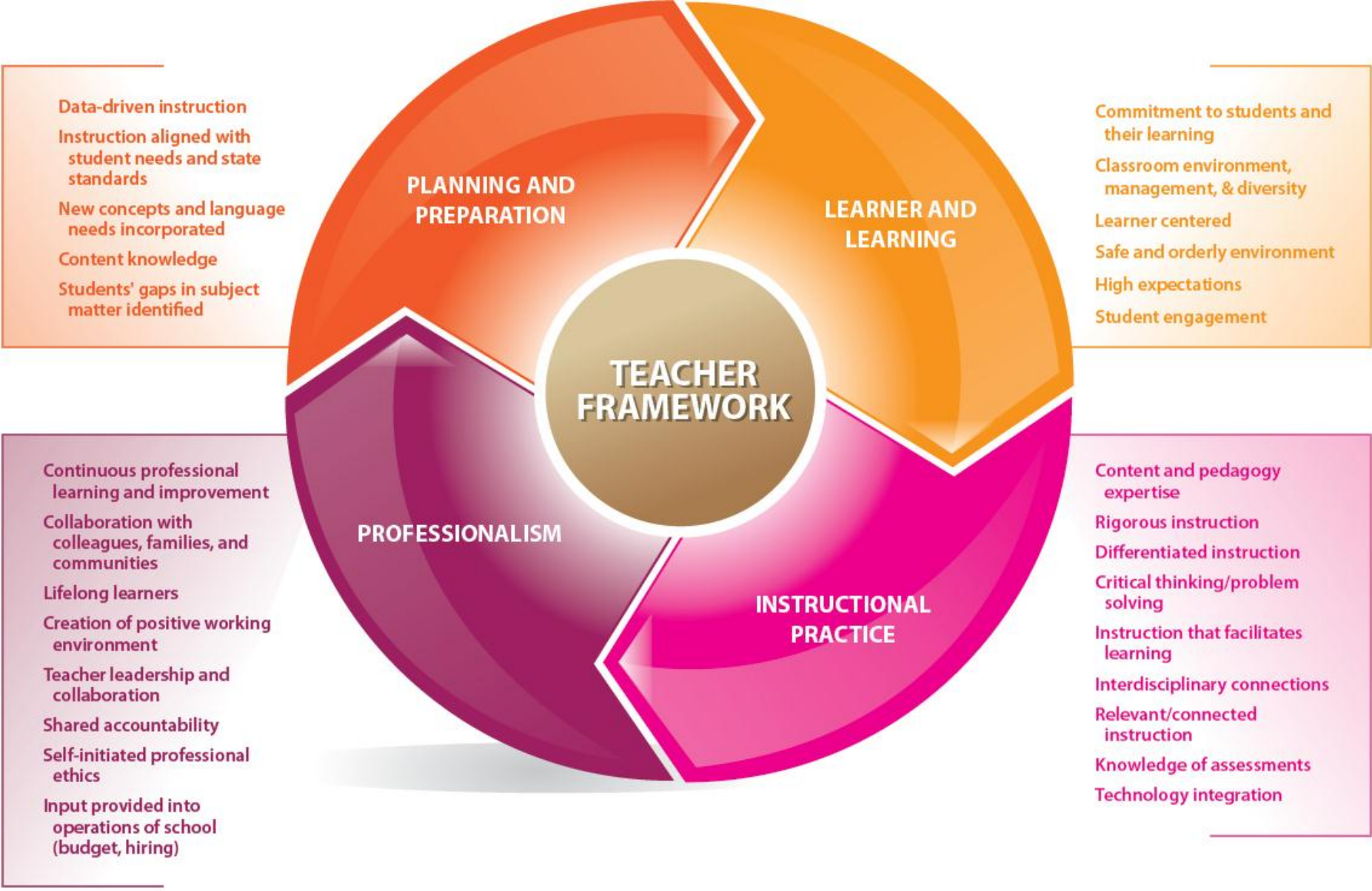
- TAC that are now open
 - Chapters 227,228,229 (Educator Preparation requirements and accountability)
 - Chapter 241 (Principal certification)
 - Chapter 242 (Superintendent certification)
 - Proposed amendments Chapter 231 (assignment chart) go to the SBEC in February

You don't know where to start.....until you start

- Overview and feedback from a 2-day stakeholder meeting
- Subcommittees and feedback







Background:

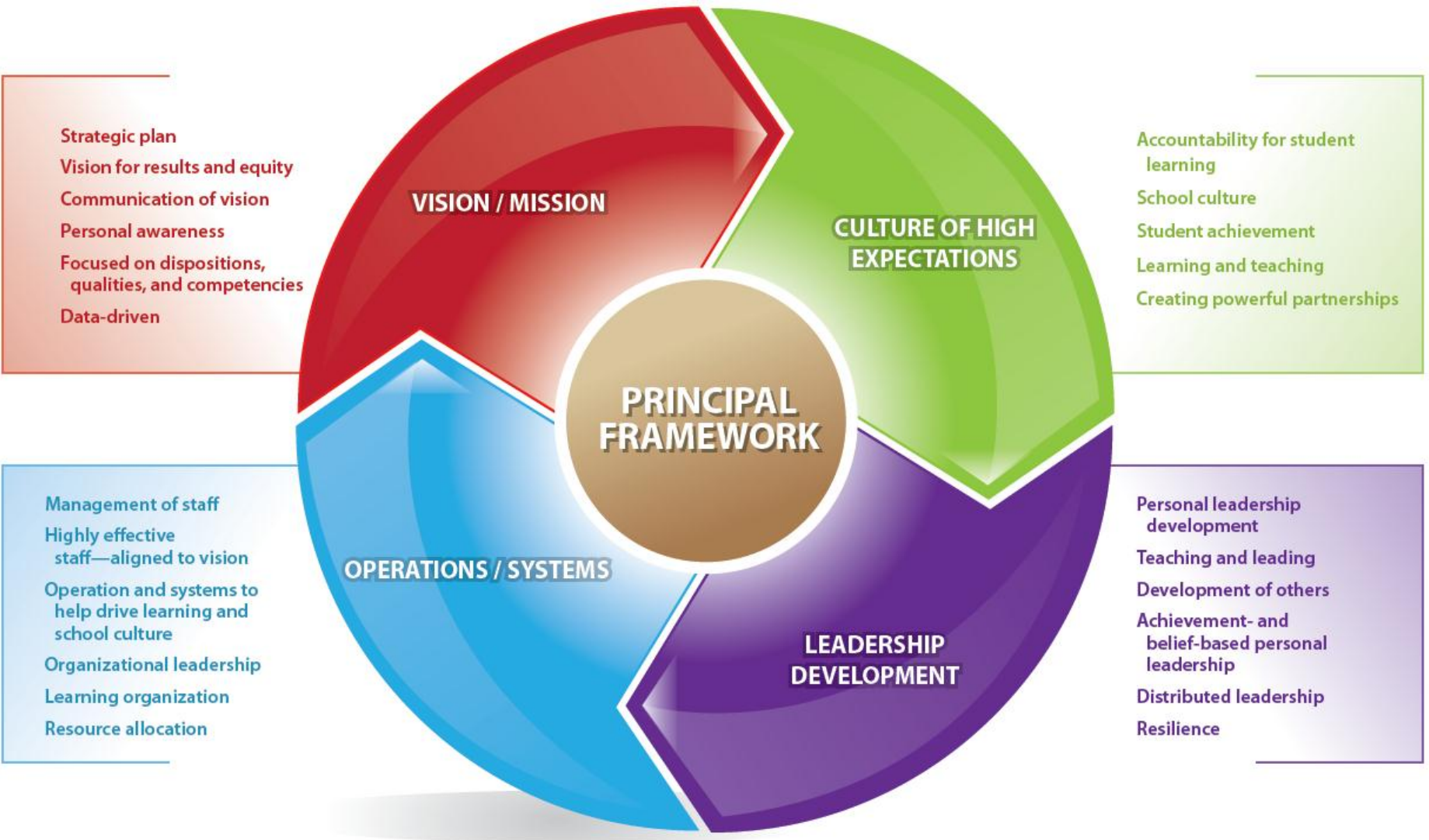
- At the direction of the Commissioner, the Texas Education Agency's (TEA) Office of Educator Leadership and Quality cooperated with:
 - Educate Texas
 - The Texas Comprehensive Center/Southwest Education Development Laboratory (TxCC/SEDL)
 - Education Service Center (ESC)13 to revise and enhance the state approved teacher appraisal instrument, PDAS

Educator Appraisal Initiative

- US Department of Education (ED) granted a waiver to School Improvement Grant (SIG) campuses, in Texas they are the campuses that are eligible for the Texas Title I Priority School Programs (T-TIPS) to delay implementing new educator appraisals until the 2012-13 school year.

Educator Appraisal Initiative

- TEA convened the Teacher Appraisal Advisory Committee (TAAC) comprised of teachers and principals from across the state and all school levels.
- The TAAC exists to provide advice for an enhanced PDAS instrument Appraisal System (PDAS).



Principal Appraisal Initiative

Partnership with the George W. Bush Institute's Alliance to Reform Education Leadership (AREL)

- A three-year project to guarantee that every school in the state is led by a high quality principal
- The primary goal of the project is to:
 - revise (and make internally consistent) the Texas policies and procedures governing the standards, certification, assessment, appraisal and on-going professional development of Texas school principals
- State standards for *principal certification* so they are aligned with best practices

Principal Appraisal Initiative

- State standards for assessment of aspiring principals so they are aligned with standards for principal certification and work with contractors to develop new, more authentic testing forms and procedures
- State standards for principal preparation programs so they are aligned with best practices as well as state standards for certification

Principal Appraisal Initiative

- Documentation and review procedures to ensure that preparation programs in the state meet the revised program standards
- State standards for appraising sitting principals that are aligned with both assessment of aspiring principals and standards for principal certification

- **Engage with the new accountability system (ASEP)**
 - Standard 1 – pass rate for certification exams
 - Standard 2 – principal assessment of the preparation of beginning teachers
 - Standard 3 – impact on student achievement
 - Standard 4 – frequency, duration and the quality of field supervision

STANDARD 1: Certification pass rates

- 75% pass rate for 2010-2011
- 80% pass rate for 2011-2012
- Program accountability statuses presented to the SBEC in February 2013

STANDARD 2: Principal assessment of the level of preparation - beginning teachers

- Principal surveys distributed in April
- Calibration and training for principals needed and will be completed this year
- At least 85% of the beginning teachers (year 1, 2, and 3) were assessed by their principals last year

STANDARD 3: The improvement in student achievement of students taught by beginning teachers for the first three years following certification.

- TEA contracted with the Project on Educator Effectiveness and Quality (PEEQ), an initiative of the LBJ School of Public Affairs at the University of Texas at Austin, to develop a metric that will measure the improvement in academic achievement of students, linked to their teachers and their associated EPPs.
- TEA has now contracted with AIR.

STANDARD 4: Frequency, duration and quality of field supervision

- Data for frequency and duration entered into ASEP
- Participant exit survey pilot questions developed regarding the quality of field supervision 2010-2011
- Developed accountability standard in October
- Data for the frequency and duration will be presented to the SBEC in February 2013 for 2011-2012
- Standard will be used for accountability 2012-2013

Chapter 228, Requirements for Educator Preparation Programs

- As a result of SB 8 and SB 866, amendments to 19 TAC §228.2 and §228.35 were presented and approved by SBEC to ensure an effective date at the beginning of the 2012-2013 school year.

Changes to TAC Ch. 228

§228.2. Definitions

- The definition of "field-based experiences" in 19 TAC §228.2(9)
 - Specify that field-based experiences required by the TEC, §21.051, and 19 TAC §228.35(a)(3) must include 15 clock-hours in which the candidate is **actively engaged** in instructional or educational activities under supervision.

§228.35. Preparation Program Coursework and/or Training

- Language in 19 TAC §228.35(a)(3)
 - TEC §21.051, that, prior to being employed as a teacher of record, a candidate who is not a late hire and who is issued a probationary certificate after September 1, 2012, must receive a minimum of 15 clock-hours of field-based experience, student teaching, or clinical teaching in which the candidate is **actively engaged** in instructional or educational activities **under supervision**

Professional Probationary Certificate

- The holder of a professional class probationary certificate is subject to all terms and conditions of a probationary certificate
- Supervision and professional development. An EPP shall provide field supervision, as prescribed in §228.35 and high-quality professional development throughout the entire term of the internship, including all extensions of the initial term

Important Changes to TAC Ch. 233

Current 8-12 Certificate	Proposed 7-12 Certificate
Chemistry: 8-12	Chemistry: 7-12
English Language Arts and Reading: 8-12	English Language Arts and Reading: 7-12
History: 8-12	*History: 7-12
Journalism: 8-12	Journalism: 7-12
Life Science: 8-12	Life Science: 7-12
Mathematics: 8-12	Mathematics: 7-12
Physics/Mathematics: 8-12	Physics/Mathematics: 7-12
Science: 8-12	Science: 7-12
Social Studies: 8-12	*Social Studies: 7-12
Technology Applications: 8-12	Technology Applications: 7-12

New Certificates

Current 8-12 Certificate	Proposed 6-12 Certificate
Mathematics/Physical Science/Engineering: 8-12	Mathematics/Physical Science/Engineering: 6-12
Physical Science: 8-12	Physical Science: 6-12

New CTE Certificates

Current CTE Certificate	Proposed New CTE Certificate
Agricultural Science and Technology : 6-12	Agriculture, Food, and Natural Resources: 6-12
Business Education: 6-12	*Business and Finance: 6-12
	*Science, Technology, Mathematics, and Engineering (STEM) 6-12

New CTE Certificates

Current CTE Certificate	Proposed New CTE Certificate
Health Science Technology Education: 8-12	Health Science: 6-12
Marketing Education: 8-12	Marketing: 6-12
Trade and Industrial Education: 8-12	Trade and Industrial Education: 6-12

Offering new certificates

New Certificate	How to add
<ul style="list-style-type: none">•* Business and Finance: 6-12•* Science, Technology, Mathematics, and Engineering (STEM): 6-12•* History: 7-12•* Social Studies 7-12	Matrix and \$500 fee

Offering new certificates

New Certificate

- **Chemistry: 7-12**
- **English Language Arts and Reading: 7-12**
- **Journalism: 7-12**
- **Life Science: 7-12**
- **Mathematics: 7-12**
- **Physics/Mathematics: 7-12**
- **Science: 7-12**
- **Technology Applications: 7-12**
- **Mathematics/Physical Science/Engineering: 6-12**
- **Physical Science: 6-12**
- **Agriculture, Food, and Natural Resources: 6-12**
- **Health Science: 6-12**
- **Marketing: 6-12**
- **Trade and Industrial Education: 6-12**

How to add

Letter (if existing certificate is currently offered)



Content Knowledge Teaching

Geoffrey Phelps
Educational Testing Service

What is Content Knowledge for Teaching?

- The content knowledge needed to recognize, understand and respond to the content problems encountered in teaching a subject
- Includes being able to do the content problems in the student curriculum
- And.... the content knowledge used in many other recurrent tasks of teaching a subject

CKT Includes Knowing the Student Curriculum

What is the side length of a square with area 36 square units?

- 4 units
- 6 units
- 9 units
- 12 units

Selecting Problems to Assess Student Understanding

At the start of a lesson on finding the side length of a square given its area, Ms. Sabatine gave her students a problem to assess their prior knowledge. Several students incorrectly answered that the side length of a square with area 36 square units is 9 units. At the end of the lesson, Ms. Sabatine wanted to give a similar problem to assess what her students had learned. Of the following areas to use in this problem, which would be least useful for assessing student learning in this situation?

9 square units

16 square units

64 square units

100 square units

CKT Questions Focus on Recurrent Tasks of Teaching

Anticipating student challenges

Eliciting, evaluating or using student work, ideas or interactions

Explaining, using or evaluating concepts, representations or procedures

Evaluating or using instructional activities

Anticipating Student Challenges

Task of Teaching	Mathematics	ELA
Anticipating student challenges	<ul style="list-style-type: none">• Anticipating student challenges in doing particular math problems• Anticipating student challenges due to limited background knowledge• Anticipating student challenges due to limited English language proficiency• Anticipating student challenges in providing justifications and explanations	<ul style="list-style-type: none">• Anticipating student challenges for particular texts• Anticipating student challenges in reading or writing particular forms of text• Anticipating student challenges due to limited background knowledge• Anticipating student challenges due to limited English language proficiency

Why Focus Content Knowledge Assessment on Teaching Practice?

- Keeps assessments focused on what we care about most- effective teaching!
- Provides ways to conceptualize and organize what teachers need to know and learn
- Guides development of measures suitable for:
 - Evaluating teacher education and PD
 - Use in teacher licensure
 - Evaluating teaching effectiveness

What are We Learning about CKT?

- We can develop reliable assessments in English language arts and mathematics
- We are building strong evidence for the validity of the assessments
 - Teacher content knowledge and reasoning follows the CKT we are trying to assess
 - Teacher preparation is associated with CKT scores
 - Teacher CKT scores are associated with the quality of their teaching

What are We Working on Next?

- Working with Texas EPPs to investigate the use of CKT assessments with prospective teachers
- Piloting the use of CKT in voluntary sections of the Texas teacher licensure tests
- Investigating the use of CKT assessments as pre- and post-program tests to study the effectiveness of PD
- Investigating the relation between CKT and student achievement
- Developing new CKT assessments
 - Elementary and middle school science
 - High school physics
 - High school algebra



Questions?

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- Bilingual teacher shortage in Texas
 - English and Spanish speaking teachers
 - Adverse reaction if a bilingual teacher can not speak both English and Spanish
- Shortage of math and science teachers
 - Commissioner priority to increase the number of math and science teachers
 - Increase the achievement of math and science teachers
 - Retain teachers who are able to increase the achievement of teacher in the math and science areas

February SBEC Meeting:

- New Educator Standards
 - Marketing 6-12
 - Business and Finance 6-12
 - Possibly others

- Testing changes – effective date TBD (2014?)
 - Generalist EC-6 must pass Math, pass ELAR, and pass the rest to pass test.
 - “Combo” Bilingual and ESL tests will cease to be offered.
 - Generalist 4-8 must pass Math, pass ELAR, pass Science, and pass Social Studies to pass test.
 - “Combo” Bilingual and ESL tests will cease to be offered.

- Available for disciplinary cases
- Reviewing with the production company how to enable educator preparation programs to have access
- Presents multiple scenarios about unethical actions and how to identify potential problems

Texas Education Code Sec. 21.0452

CONSUMER INFORMATION REGARDING EDUCATOR PREPARATION PROGRAMS.

- (a) To assist persons interested in obtaining teaching certification in selecting an educator preparation program and assist school districts in making staffing decisions, the board shall make information regarding educator programs in this state available to the public through the board's Internet website
- Preliminary information on the TEA website
- Requirements have been built for a new site
- Will not be operational until 2013