

## Item 15:

### Discussion of Effective Preparation Framework Development and Related Proposed Amendments to Proposed New 19 TAC Chapter 228, Requirements for Educator Preparation Programs

#### DISCUSSION ONLY

**SUMMARY:** This item provides the State Board for Educator Certification (SBEC) with an opportunity to discuss the Board's vision for educator preparation program (EPP) quality and an update on the process to develop an Effective Preparation Framework (EPF) and the resulting proposed amendments to proposed new 19 TAC Chapter 228, Requirements for Educator Preparation Programs.

**STATUTORY AUTHORITY:** The statutory authority for educator preparation program quality is the Texas Education Code (TEC), §21.031.

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

**FUTURE ACTION EXPECTED:** If the Board indicates that it wants to move forward with the draft EPF, TEA staff will propose a final framework and rule language and other implementation strategies for the Board's review during the July SBEC meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The SBEC's mission statement and commitment to quality educator preparation for future teachers is:

*SBEC is dedicated to improving student achievement and ensuring the safety and welfare of Texas school children by upholding the highest level of educator preparation, performance, continuing education, and standards of conduct.*

In alignment with this mission, the SBEC has been consistently focused on ensuring that future educators across Texas receive high-quality educator preparation, to ensure that Texas teachers are well-prepared to meet the needs of their students. With this focus on upholding the highest level of educator preparation, the SBEC requested that TEA staff and stakeholders develop an EPF – a framework that distinguishes effective preparation practices that yield improved outcomes for school children, future educators, local school districts, and EPPs.

A summary of the EPF's purpose and proposed functions can be found in Attachment I.

#### Update on the EPF Development and Stakeholder Engagement

At the December 2022 SBEC meeting, TEA staff provided an update to the SBEC on the process to develop the Effective Preparation Framework, discussed next steps to operationalize the framework, and reviewed the most recent proposed updates to the draft of the framework

content. During the meeting, TEA staff provided an overview of stakeholder engagement, representative of diverse stakeholder groups, that had occurred and would continue to occur throughout the summer and fall of 2022 and spring of 2023. The purpose of the stakeholder engagement was to further refine the EPF and to ensure the EPF reflects the foundational components of high-quality educator preparation practices for all EPPs. TEA staff also reviewed the results of a statewide EPF content validation survey conducted in October to gather broad feedback from EPP faculty and staff from across all Texas EPPs on the content of the framework. As an outcome of the December 2022 discussion, TEA staff named that they would (1) continue to work with stakeholders to further refine the language in the EPF, particularly as it related to feedback provided by the field during the EPF statewide survey, and (2) begin to work with stakeholders to identify potential foundational components of the EPF to integrate into SBEC rules. During the April 2023 meeting, TEA staff will provide a substantive update on both key actions.

### *Update on EPF Development and Stakeholder Engagement Actions*

A summary of the stakeholder engagement, feedback, and guidance provided to date by the SBEC, SBEC's Educator Preparation Stakeholder Group (EPSG) and their respective professional organizations and EPP colleagues, EPSG's EPF Working Group, Educate Texas' Teacher Preparation Regulatory Committee, EPPs who received commendations, and EPPs representing Texas' diverse landscape can be found in Attachment II. In addition, the list comprised of EPSG members serving on the EPF Working Group can be found in Attachment III, and the EPP representatives that participated in August's EPP feedback sessions can be found in Attachment IV. The most current draft of the EPF can be found in Attachment VI, and a description of the updates made to the framework based on stakeholder input in Spring 2023 in Attachment V.

## **Discussion of Next Steps to Operationalize the EPF**

### *Overview of Proposed Next Steps*

The SBEC has identified three key functions of the EPF: to build common language related to EPP best practices, to support EPP continuous improvement efforts, and to drive alignment of resources and supports with EPP needs. The table below summarizes proposed next steps to operationalize these functions for SBEC member discussion and consideration for future action.

<b>Function</b>	<b>Description</b>	<b>What this could mean for Texas EPPs</b>	<b>Proposed Next Steps for the SBEC and TEA</b>
Common Language	Would build a common language among the SBEC, TEA, EPPs, candidates and Texas LEAs around the best practices EPPs engage in daily.	All EPPs would share a clear, aspirational vision for educator preparation best practice.  The framework could foster collaboration and continuous improvement practices within and across EPPs,	TEA would establish an EPF website that would host the framework content along with exemplars and resources aligned to framework essential actions.

		<p>grounded in common language.</p> <p>The framework would build a foundation for Texas EPP-LEA partnerships.</p>	
Continuous Improvement	<p>Would support EPP continuous improvement through an aligned continuing approval review process.</p>	<p>Foundational components of the Effective Preparation Framework would be codified in Ch. 228 of SBEC rule.</p> <p>The SBEC could recognize and celebrate EPP innovation and best practices in alignment with the framework.</p> <p>All EPPs are required to engage in a continuing approval review every five years. An updated continuing approval review process could be aligned with the framework and provide meaningful feedback on EPP quality, in addition to ensuring compliance.</p> <p>A framework-aligned continuing approval review could yield prioritized focus areas to inform EPP continuous improvement.</p>	<p>The SBEC could update rules in Ch. 228 in alignment with foundational best practices reinforced within the EPF (Attachment VI).</p> <p>The SBEC could direct TEA staff to begin the process of redesigning the Continuing Approval Review process in alignment with the EPF, to provide substantive feedback to EPPs on areas of strength and opportunities for improvement.</p> <p>The SBEC could update the EPP Commendations, in particular Commendation 4: Innovative EPP Practices, in alignment with the EPF.</p>
Alignment	<p>Would provide the foundation for alignment of statewide resources and supports to the needs of Texas EPPs.</p>	<p>TEA could provide and connect programs with meaningful training, resources, and supports in alignment with the framework.</p> <p>External EPP technical assistance providers and organizations could</p>	<p>The SBEC could direct TEA to vet third party technical assistance and professional services providers who provide training and support to EPPs aligned with the EPF levers. This vetted list could be used by the TEA when</p>

		align their resources and supports with the framework.	providing training opportunities for EPPs and could be used by the SBEC when leveraging sanctions on an EPP as outlined in §229.5(b).
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*Drafted Updates to Chapter 228 Based on Foundational EPF Content*

In alignment with these proposed next steps, the EPSG EPF working group has provided input on opportunities within current Chapter 228 rules to integrate foundational components of the framework more clearly. The table below summarizes the proposed changes and Attachment VII includes the draft rule text. Based on SBEC input and direction, TEA staff would plan to integrate these updates to Chapter 228 into the broader Chapter 228 rewrite proposal item at the July 2023 meeting.

EPF Lever/Action/Practice	Integration into 228	Rationale and Impact
<p><b>Lever:</b> Talent Recruitment and Management</p> <p><b>Essential Action 3:</b> Program provides teacher candidates with regular opportunities to demonstrate proficiency of priority competencies in the Texas Teacher Standards including: knowledge and skills aligned to the Texas Essential Knowledge and Skills, Educator Code of Ethics, Texas Teacher Standards, State certification exams, and applicable teacher evaluation systems.</p> <p><b>Key Practice 3.4:</b> Uses multiple, varied measures (e.g., formative, performance, competency-based) to assess candidate progress and provide continuous improvement opportunities for teacher candidates.</p>	<p>Update 228.39(b) to specify that candidates demonstrate proficiency through performance tasks.</p> <p>Update 228.2 to add definition of performance task.</p>	<p>Would require EPPs to integrate authentic performance tasks throughout the curriculum, in particular during the first 150 hours, which are required before the intern certificate.</p> <p><b>Impact on EPPs, candidates, and students:</b> Candidates are provided with authentic opportunities to practice and apply foundational skills and demonstrate knowledge prior to being placed in a classroom with influence on student achievement.</p>
<p><b>Lever:</b> Talent Recruitment and Management</p> <p><b>Essential Action 3:</b> Program provides teacher candidates with regular opportunities to demonstrate proficiency of priority competencies in the Texas Teacher Standards including: knowledge and skills aligned to the Texas Essential Knowledge and Skills, Educator Code of</p>	<p>Update 228.89(b)(5) to add specificity that informal observations and coaching should be provided based on outcomes of formal observations.</p> <p>Update current 228.31(c) to specify that programs</p>	<p>This would more clearly define instances in which informal feedback and coaching would be necessary. It would also require programs to be responsive to candidate needs during the program and have evidence that they had taken steps to</p>

<p>Ethics, Texas Teacher Standards, State certification exams, and applicable teacher evaluation systems.</p> <p><b>Key Practice 3.3:</b> Establishes quality monitoring benchmarks throughout the program to evaluate candidate performance so that early support and intervention efforts may be implemented. Alternative certification and residency programs collaborate with district partners to identify intervals of the benchmarks.</p>	<p>are required to provide interventions and supports based on benchmarks.</p>	<p>actively respond to trends in candidate performance.</p> <p><b>Impact on EPPs, candidates, and students:</b> Candidates receive actionable ongoing feedback to improve performance which positively influences student achievement.</p>
<p><b>Lever:</b> Curriculum</p> <p><b>Essential Action 2:</b> Program integrates practice-based experiences throughout the curriculum and embeds meaningful opportunities to practice skills via analysis, representation, and enactment of teaching throughout the program.</p> <p><b>Key Practice 2.2:</b> Includes opportunities for practice in increasingly more authentic and developmentally rigorous ways, including analysis (i.e. examining teaching/instruction), representations (i.e. role-play/engagement with illustrations of instruction), and enactments (i.e. teaching) of instructional pedagogies, and includes opportunities to receive feedback and adjust practice.</p>	<p>Update 228.53(b) to include additional specificity regarding candidate practice requirements.</p>	<p>This would continue to reinforce the expectation that candidates are practicing, and receiving feedback on that practice, throughout the program and would reinforce the connected relationship between coursework, practice, and coaching.</p> <p><b>Impact on EPPs, candidates, and students:</b> Candidates would feel prepared to walk into FBE and Clinical teaching because the curriculum is aligned to experiences in authentic settings. Practice opportunities during course instruction gives candidates safe multiple repetitions of safe practice, even ahead of application in clinical teaching.</p>
<p><b>Lever:</b> Instruction and Support</p> <p><b>Essential Action 3:</b> Program ensures that ensures that candidates meaningfully practice and demonstrate proficiency in priority teaching competencies throughout the continuum of practice-based experiences, including field-based experiences and pre-service practice.</p>	<p>Update 228.2 to add the definition of co-teaching.</p> <p>Update 228.59(d) to include the co-teaching requirement in clinical teaching.</p>	<p>This would align with the requirement for the residency certification pathway that explicitly includes co-teaching and a gradual release of responsibility.</p>

<p><b>Key Practice 3.3:</b> Scaffolds pre-service practice opportunities to include co-teaching and a gradual release of instructional responsibility to the candidate over time and as they demonstrate proficiency of key competencies.</p>		<p><b>Impact on EPPs, candidates, and students:</b>                  Co-teaching models provide all candidates with the opportunity for sheltered practice alongside a skilled mentor teacher, where the candidate can gradually increase instructional responsibilities.</p> <p>Students in classrooms benefit from structured co-teaching models where two teachers work together to address student learning goals.</p>
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**Proposed Next Steps**

If the Board indicates that it wants to move forward with the draft EPF, TEA staff will bring to the board a final draft of the EPF and develop rule language and other implementation strategies as a proposal to allow the Board to review the final EPF and potential implementation strategies at the July meeting.

**PUBLIC AND STUDENT BENEFIT:** The public and student benefit anticipated as a result of the recommendations would be more rigorous, relevant, and reliable preparation of educators for entry into the profession, and retention of these qualified professionals for years to come.

**Staff Member Responsible:**

Jessica McLoughlin, Senior Director, Educator Quality

**Attachments:**

- I. Summary of the EPF’s Purpose and Proposed Functions
- II. Summary of SBEC and Stakeholder Engagement, Feedback, and Guidance for the EPF
- III. List of EPSG’s EPF Working Group Participants
- IV. List of EPP Representatives that Engaged in August’s EPF Feedback Sessions
- V. Summary of EPF Updates and Feedback
- VI. Updated Effective Preparation Framework Draft
- VII. Text of Proposed New 19 TAC: Chapter 228, Requirements for Educator Preparation Programs

**ATTACHMENT I**

**Summary of the EPF’s Purpose and Proposed Functions**

**Purpose and Proposed Functions of the EPF:** The process for developing the EPF allows the SBEC to partner with EPPs and the educational community to establish a clear and common vision for educator preparation best practices that result in strong candidate and student outcomes. Based on the rich experiences of Texas EPPs, the needs and knowledge of LEA stakeholders, and knowledge in the larger field of educator preparation, this framework would provide an aspirational bar for educator preparation quality and a route to get there. Finally, the EPF would capture the most foundational practices that are essential for all 124 Texas EPPs, across program types and contexts.

In practice, the EPF would serve three proposed functions: build a common language for EPP best practices, foster EPP continuous improvement efforts, and support alignment among the SBEC, EPPs, LEAs, and TEA on the foundations of quality educator preparation. A description of the proposed functions and what they could mean for Texas EPPs can be found in the chart below.

<b>Function</b>	<b>Description</b>	<b>What this could mean for Texas EPPs</b>	<b>Initial Work Underway to Support these Functions</b>
Common Language	Would build a common language among the SBEC, TEA, EPPs, candidates and Texas LEAs around the best practices EPPs engage in daily.	<p>All EPPs would share a clear, aspirational vision for educator preparation best practice.</p> <p>The framework could foster collaboration and continuous improvement practices within and across EPPs, grounded in common language.</p> <p>The framework would build a foundation for Texas EPP-LEA partnerships.</p>	Coordination with the Educator Preparation Improvement and Innovation Center (EPIIC) to develop branding and structure for an EPF website that would host the framework content along with exemplars and resources aligned to framework essential actions.
Continuous Improvement	Would support EPP continuous improvement through an aligned continuing approval review process.	<p>The components of the Effective Preparation Framework would be codified in Ch. 228 of SBEC rule.</p> <p>The SBEC could recognize and celebrate EPP innovation and best practices in alignment with the framework.</p>	Coordination with EPIIC to select TPI-US via Request for Qualification (RFQ) process as a technical assistance provider to pilot and gather input on quality review processes. Five (5) EPPs: Dallas College, Sam Houston State University, St. Mary’s

		<p>All EPPs are required to engage in a continuing approval review every five years. An updated continuing approval review process could be aligned with the framework and provide meaningful feedback on EPP quality, in addition to ensuring compliance.</p> <p>A framework-aligned continuing approval review could yield prioritized focus areas to inform EPP continuous improvement.</p>	<p>University, Tarleton State University, and University of Houston – Downtown, are currently engaging in a pilot quality review process. Quality reviews will be completed in May and then participating EPPs will engage in focus groups to share about their experiences, evaluate best practices in quality reviews, and make recommendations for development of a potential EPF-aligned quality review process.</p>
<p>Alignment</p>	<p>Would provide the foundation for alignment of statewide resources and supports to the needs of Texas EPPs.</p>	<p>TEA could provide and connect programs with meaningful training, resources, and supports in alignment with the framework.</p> <p>External EPP technical assistance providers and organizations could align their resources and supports with the framework.</p>	<p>Establishment of EPIIC as a TEA technical assistance center to connect EPPs and LEA partners with high-quality training, resources, and tools.</p> <p>Coordination with EPIIC to offer an ELAR training series open to all EPPs facilitated by Teaching Works, a well-regarded EPP technical assistance and training provider. The training is aligned with foundational best practices that are also reinforced within the draft content of the EPF.</p>



**ATTACHMENT II**

**Summary of SBEC and Stakeholder Engagement, Feedback, and Guidance for the EPF**

<p><b>Stakeholder Engagement, Feedback and Guidance for the EPF:</b> In discussions around the development of the EPF, members of the SBEC have reinforced the value of developing a framework that distinguishes effective preparation practices that result in improved outcomes for school children, future educators, local school districts, and EPPs. The development of the framework would codify the “what, when, where, and how” of effective educator preparation in alignment with the SBEC’s mission and purpose.</p> <p>Members of the SBEC, EPSG and their respective professional organizations and EPP colleagues, EPSG’s EPF working group, Educate Texas’ Educator Preparation Regulatory Committee, EPPs who received commendations, and EPPs representing Texas’ diverse landscape have provided feedback and guidance to develop the EPF. The feedback and guidance that have been collected to date can be found below.</p>	
<p>SBEC Member Feedback and Guidance</p>	<p>SBEC members provided TEA staff with the following feedback and guidance:</p> <ul style="list-style-type: none"> <li>• Include a diverse set of stakeholders in the development and feedback processes to ensure that those stakeholders have the necessary expertise in educator preparation program best practices</li> <li>• Ensure that the framework allows programs multiple pathways to quality, take into account local context, and is applicable to both traditional and alternative certification programs</li> <li>• Identify the role(s) the framework could serve in fostering stronger collaboration between local education agencies (LEAs) and EPPs and providing insight for LEAs into program quality</li> <li>• Leverage the framework for the SBEC and the field at large to use the framework for both recognition of high performing programs and support for program continuous improvement</li> <li>• Leverage the framework for EPPs to shift from a focus on compliance to continuous improvement</li> </ul>
<p>EPSG and EPSG’s EPF Working Group Discussions</p>	<p>May 2021 EPSG meeting: The members of the EPSG began to build a shared vision for high-quality educator preparation, collectively sharing their organization’s and/or their top three characteristics that exemplify high-quality educator preparation. After the meeting, TEA staff organized the characteristics into five components. The components are: (1) Admission, (2) Curriculum and Coursework, (3) Training, Supervision, and Support, (4) P-12 Partnerships, and (5) Assessment and Evaluation.</p> <p>August 2021 EPSG meeting: TEA staff shared the five components and associated characteristics with EPSG members to review and provide additional input and specificity.</p> <p>January 2022 EPSG meeting: TEA staff shared the draft for an Effective Preparation Framework that had been conducted by the Teacher Preparation Regulatory Committee (TPRC). The framework included 3 key areas and</p>

	<p>associated essential actions that reflect high-quality practices for educator preparation (see row below for more information). TEA staff asked members of the EPSG to bring both drafts (EPSG’s draft components and characteristics and TPRC’s draft framework) to their professional organizations and colleagues to solicit additional feedback.</p> <p>February 2022 EPSG meeting: TEA staff discussed the opportunity to organize an Effective Preparation Framework working group. The working group would be comprised of EPSG members who indicated an interest in reviewing stakeholders’ feedback, synthesizing feedback, proposing additional and/or refining components, and sharing findings with the broader EPSG membership at subsequent EPSG meetings. After the meeting, a survey was shared for EPSG members to indicate their interest in participating in the working group.</p> <p>May 2022 EPSG meeting: EPSG members reviewed the feedback summary for each component (i.e., Admissions; Curriculum and Coursework; Training, Supervision, and Support; P-12 Partnerships; and Assessment and Evaluation) that was collected by EPSG members’ stakeholder groups and provided additional feedback.</p> <p>June - September 2022 EPSG’s EPF Working Group meeting: EPF working group members spent focused time to:</p> <ul style="list-style-type: none"> <li>• discuss the research and resources for the EPF;</li> <li>• review synthesized feedback collected; and</li> <li>• use the feedback to revise the EPF components.</li> </ul> <p>August 2022 EPSG meeting: EPSG members received an update for the development of the EPF, and members from the EPF working group shared their perspectives and appreciation for the collaborative effort to develop a framework that represents quality, research-based practices for Texas’ EPPs.</p> <p>March 2023 EPSG members reviewed the results of the statewide survey results and reviewed the reorganization of the EPF levers and reviewed the new lever 1 – EPP Learning and Leadership.</p> <p>March 2023 ESPG Working Group meeting: EPF working group members spent focused time to:</p> <ul style="list-style-type: none"> <li>• walk through the reorganization of EPF levers and provided feedback</li> <li>• review the new Lever 1: EPP Leadership and Planning and provided feedback</li> <li>• identify foundational actions within the EPF to integrate into Ch. 228</li> </ul> <p>May and June 2023 ESPG Working Group meeting: Members will provide final feedback on the framework draft</p>
Teacher Preparation	August 2021 – November 2021 meetings: Educate Texas organized a Teacher Preparation Regulatory Committee to review and expand on

<p>Regulatory Committee Discussions</p>	<p>EPSG’s draft components of the EPF. Using research to support the expansion of EPSG’s draft components, the committee identified 3 key areas in which EPPs’ best practices/essential actions relate to: (1) Curriculum (2) Training and Support, and (3) Progress Management and Candidate Development.</p>
<p>EPP Feedback Sessions</p>	<p>August 11, 2022: Representatives from 22 EPPs that had been awarded commendations participated in the EPP feedback session              August 15, 2022: Representatives from 19 EPPs, reflective of the various regions across Texas, participated in the feedback session.</p> <p>In both sessions, the EPP representatives examined each of the EPF’s levers and their respective essential actions and key practices. Additionally, EPP representatives provided feedback by addressing the following questions: (1) Taking a step back and reviewing all components of this lever, what resonates for you (e.g., must-have; reflects high-quality evidence-based practices for ed prep; will promote and support continuous improvement across the ed prep landscape)? (2) What feels misaligned with your practices or missing? (3) What guidance, resources, and/or support would be helpful to inform your program’s continuous improvement efforts?</p>
<p>EPF Statewide Surveys</p>	<p>October 2022: TEA staff distributed the statewide EPF Content Validation Survey to all EPP Legal Authorities and Backup Legal Authorities for distribution to their faculty and staff. TEA staff shared the results of the survey during the December 2022 SBEC meeting, and the results informed further refinement of framework content.</p> <p>April 2023: TEA staff posted the updated draft of the EPF to the TEA website with a call for final feedback on framework content. TEA staff will share the results of the final feedback window during the July 2023 SBEC meeting.</p>

**ATTACHMENT III****List of EPSG's EPF Working Group Participants**

<b>Last Name</b>	<b>First Name</b>	<b>Organization</b>
Brasher	Donna	Texas Tech University
Burton	Rebecca	Texas Association of Community College Teacher Education Programs (TACCTEP)
Doyle	Heather	Texas Coordinators for Teacher Certification Testing (TCTCT)
Hampton	Rebecca	Inspire Texas, Region 4 Education Service Center (ESC)
Huffman	Lisa	The Texas Association of Colleges for Teacher Education (TACTE)
Martinez-Vazquez	Hjamil	Crowley ISD
McCain	Dominique	Commit Partnership
Rodriguez	Al	Texas Association of School Personnel Administrators (TASPA)
Rozell	Zach	iteachTEXAS
Stocker	Calvin	Texas Alternative Certification Association (TACA)
Sterling	Kristina	Urban Teachers
Ward	Elizabeth	Texas Association of Teacher Educators (TxATE)

**ATTACHMENT IV****List of EPP Representatives that Engaged in August's EPF Feedback Sessions**

<b>August 11, 2022 EPF Feedback Session</b>		
<b>Last Name</b>	<b>First Name</b>	<b>Organization</b>
Ashmore	Barbara	University of Texas at Dallas
Bronson Rhodes	Shuntrice	Dallas ISD Alternative Certification Program
Brown	Lisa	Austin Community College Teacher Certification Program
Brunswick	Cynthia	Harris County Department of Education: Center for Educator Success
Estrada	Veronica	University of Texas at Rio Grande Valley
Ezzani	Miriam	Texas Christian University
Galvan	Veronica	Excellence In Teaching
Graves	Jennifer	Region 6 Education Service Center
Jimerson	Jo	Texas Christian University
Kucera	Ann	A+ Texas Teachers
McDermott	Andrew	YES Prep Public Schools - Teaching Excellence
McKinley	Shelley	Harris County Department of Education: Center for Educator Success
Mullins	Jada	Region 6 Education Service Center
Nesmith	Suzanne	Baylor University
O'Meara	James	Texas A&M International University
Queen	Rae	Teachworthy
Radigan	Judy	Rice University - Glasscock School
Rodriguez	Linda	Region 1 Education Service Center
Salazar	Lucia	Dallas ISD Alternative Certification Program
Skerrett	Allison	The University of Texas at Austin
Swoyer	Jennifer	University of Texas at San Antonio

Torres	Dalia	Region 2 Education Service Center
Vriesenga	Michael	University of Texas at San Antonio
Walsh	Amy	Region 13 Education Service Center
Whitford	Sheila	Rice University
Williams-Ledet	Chaney	Harris County Department of Education: Center for Educator Success
Wyatt	Tina	Region 14 Education Service Center
Swoyer	Barbara	University of Texas at Dallas
Torres	Shuntrice	Dallas ISD Alternative Certification Program
<b>August 15, 2022 EPF Feedback Session</b>		
<b>Last Name</b>	<b>First Name</b>	<b>Organization</b>
Amaya	Barbara	Region 19 Education Service Center
Brezinski	Heather	Texas A&M - San Antonio
Clouse	Scarket	Angelo State University
Conrad	Laura	McLennan Community College
Cooper	Leslie	Region 20 Education Service Center
Corn	Misti	Texas A&M University - College of Education and Human Development
Dykes	Frank	University of Texas at Tyler
Evangelista	Tamara	Abilene Christian University
Hartman	Sarah	Wayland Baptist University
Haynes	Camita	Wiley College
Kuklies	Kimberly	Texas A&M University - Central Texas
Leavell	Alexandra	University of North Texas
Martin	Erin	TNTP
Mein	Erika	The University of Texas at El Paso

Miller	Brenda	Arlington Baptist University
Nerren	Jannah	Stephen F. Austin State University
Rocha	Patricia	Texas State University
Rodriguez	Diana	Sul Ross State University - Alpine
Saffold	Kimberly	McLennan Community College, Alternative Teacher Certification Program
Scales	JoAnn	Wiley College
Silva	Lance	Region 11/GoTeach11 - Education Service Center
Talley	Stephanie	Abilene Christian University
Teran	Jesus	Region 19 Education Service Center
Vickery	Amanda	University of North Texas

## Attachment V

### Summary of Feedback and Updates to EPF

At the December 2022 SBEC meeting, TEA staff named a common feedback trend surfaced in the EPF statewide survey and during engagement with stakeholders related to the alignment between EPP practices and the practices of school system partners. To support stronger alignment between the EPF and statewide frameworks that define effective school and district practices, TEA staff recommended a reorganization of the EPF levers to match conceptual organization of those frameworks. The reorganization included the consolidation of the “Recruitment and Admissions” and “Progress Management and Candidate Development” levers into a new “Talent Recruitment and Management” lever and the reordering of the remaining levers. In reorganizing the EPF content in alignment with the ESF and EDF, TEA staff and the EPSG working group identified a gap in the draft EPF content: an explicit focus on EPP strategic planning, performance management, and continuous improvement practices. With that in mind, TEA staff also recommended the development of a new Lever 1: EPP Leadership and Planning.

The updated draft framework included in Attachment VI is reflective of the proposed addition of Lever 1: EPP Leadership and Planning, as well as the reordering of and small modifications to the other levers. The framework levers have been organized as follows: Lever 2: Talent Recruitment and Management, Lever 3: P-12 Partnerships, Lever 4: Curriculum, and Lever 5: Instruction and Support. As noted in the description of stakeholder engagement, support was provided by the EPSG working group to develop the new Lever 1 and to improve the framework’s clarity and alignment by consolidating and moving some essential actions and key practices to more clearly communicate the intent of the corresponding lever.

While making these proposed modifications, several essential actions demonstrated some redundancy of key concepts, and, as a result, some of those actions have been merged for consolidation. Changes have been proposed in Levers 2-5 to ensure that each essential action communicates a unique and high leverage action, along with the most impactful key practices.

Additionally, edits have been made to the draft framework to provide greater clarity and/or specificity and to align to language used in Ch. 228 rule. Two of these recommendations include:

- Clarify ‘practice-based experiences’: Throughout the draft, all practice-based experiences were referred to broadly as “practice-based experiences”. Recommendations include providing further description of the types of experiences, including field-based experiences, rehearsals, and pre-service practice in a PK-12 setting.
- Define teacher performance thresholds as ‘proficient’: The framework called for demonstration of ‘proficiency’ and ‘mastery’ and therefore lacked language consistency throughout or as compared other tools (T-TESS) and rule text in Chapter 228 pertaining to teacher preparation program requirements.



## ATTACHMENT VI

## Updated Draft: Effective Preparation Framework

**EPP Leadership and Planning****Essential Action 1: Vision, Mission, Guiding Principles**

- 1. Program establishes a vision, mission, and guiding principles for educator preparation with alignment between all key stakeholders including the EPP, partnering district(s) and organizations community,**
  - 1.1. Establishes a vision for teacher candidate success and a mission that is informed by community needs and based on prioritization of teacher preparation and development of priority teacher competencies.
  - 1.2. Establishes guiding principles and commitments to foster mindsets and operating norms centered on continuous improvement in order to achieve the vision.
  - 1.3. Consistently partners with key internal and external stakeholders (i.e. district partners, key organizational leadership, etc.), for feedback and support to build commitment to the program's vision, mission, and guiding principles.
  - 1.4. Consistently communicates and reinforces the vision for teacher candidate success, mission, and programmatic guiding principles with key internal and external stakeholders.

**Essential Action 2: Strategic Planning**

- 2. Program develops and refines a multi-year strategic plan with high-leverage strategies to support the achievement of vision-aligned goals.**
  - 2.1. Engages key internal leadership and external partners to develop multiyear top-line goals centered on teacher preparation quality, using baseline data as a starting point.
  - 2.2. Articulates strategic priorities in a coherent theory of action to accomplish the vision for teacher preparation goals.
  - 2.3. Develops a roadmap for key systems that will enable the execution of the theory of action for accomplishing the vision and aligned goals.
  - 2.4. Develops a multi-year strategic plan that is supported by the key strategies and theory of action, program leadership, and partner leadership.

**Essential Action 3: Monitoring and Reflection**

- 3. Programs engage in continuous improvement of implementation by monitoring and reflecting on progress toward goals and the leading actions in the strategic plan.**
  - 3.1. Provides access to, training on, and integration of data systems in practice for all preparation program staff and faculty.
  - 3.2. Develops and monitors goals for faculty and staff related to coherence and successful implementation of partnership practice, talent recruitment and management, curriculum and training, and instruction and support.

- 3.3. Develops and monitors a clear measurement of timebound objectives that support prioritized goals for all faculty and staff, measuring performance relative to intended priority outcomes.
- 3.4. Prioritizes the ongoing collection of reliable, leading, formative measures and uses that data to inform practice.
- 3.5. Establishes performance routines that strengthen the practice of individual faculty and staff to address and achieve prioritized outcomes.

#### Essential Action 4: Continuous Improvement Practices

4. **Program demonstrates a programmatic-wide commitment to continuous improvement in mindsets, practices, and enabling conditions for systematic collection, analysis, and use of most important data to make programmatic decisions.**
  - 4.1. Enables a culture of continuous improvement by providing training on continuous improvement practices and reinforcing a culture of transparency, feedback, prioritizing research-based best practices, and use of leading candidate performance measures to inform practice.
  - 4.2. Defines clear roles and responsibilities for monitoring the quality of the teacher preparation program, including monitoring the efficacy of data review practices.
  - 4.3. Systematically collects reliable teacher candidate performance data, K-12 partnership feedback, faculty performance data, and candidate outcomes data to enable meaningful continuous improvement practices. A variety of data are collected, analyzed, and used, in the aggregate (i.e., for a cohort of candidates) and disaggregate (in ways that are appropriate for the program), to assess the quality of the curriculum and related coursework and practice-based training so that the program and candidates may continuously focus on improvement.
  - 4.4. Conducts a regular analysis of key data points relating to programmatic goals in partnership with LEA partners to make decisions and apply support to improve candidate outcomes and program quality.
  - 4.5. Provides access to quality, responsive training, feedback, and support to program faculty/staff to improve program practices identified in regular data analysis.
  - 4.6. Regularly monitors and performance manages the organizational approach to continuous improvement for its utility and efficacy to improve and reach intended programmatic outcomes.

# Talent Recruitment and Management

## Essential Action 1: Admission Standards

1. **Program's admission standards are rigorous and equitable, requiring candidates to show potential and/or fit for the teaching profession.**
  - 1.1. Aligns admission standards with the program's vision, mission, and goals, and ensures standards reflect rigor and equity for the teaching profession.
  - 1.2. Uses multiple measures (i.e., screening tools, standardized test scores, pre-selection GPA, essays, interviews, micro-teaching auditions, resumes, work experience, and dispositional surveys) in its admission process that require candidates to demonstrate potential and/or fit for teaching.

## Essential Action 2: Recruitment and Selection

2. **Program's teacher candidate recruitment and selection decisions are informed by the needs of partner school(s) and local education agencies.**
  - 2.1. Uses state, district, and partnership data to set goals for recruitment and selection of candidates that address partner teacher quality needs and shortage areas (i.e., subjects, grade levels, school settings) and reflect the student demographics of partner LEAs and schools.
  - 2.2. Implements specific strategies (i.e., financial assistance, academic support, flexible schedules) to attract candidates for high needs and/or shortage areas in their local and partner districts.
  - 2.3. Recruits and selects teacher candidates based on a set of normed criteria and offers counseling and support in the areas of need as identified by partner LEAs and schools.
  - 2.4. Collects data, reflects, and adjusts their efforts to recruit, select, and support candidates that meet partner(s) needs and reflect the communities in which they will serve.

## Essential Action 3: Demonstration of Candidate Proficiency

3. **Program provides teacher candidates with regular opportunities to demonstrate proficiency of priority competencies in the Texas Teacher Standards including: knowledge and skills aligned to the Texas Essential Knowledge and Skills, Educator Code of Ethics, Texas Teacher Standards, State certification exams, and applicable teacher evaluation systems.**
  - 3.1. Designs and/or adopts evaluation instruments to measure proficiency of practice-based knowledge and skills to reflect the iterative process for candidate development.
  - 3.2. Consistently assesses candidates using valid, reliable, fair, calibrated, and consistent evaluation instruments to monitor progress toward priority competencies.
  - 3.3. Establishes quality monitoring benchmarks throughout the program to evaluate candidate performance so that early support and intervention efforts may be implemented. Alternative certification and residency programs collaborate with district partners to identify intervals of the benchmarks.

- 3.4. Uses multiple, varied measures (e.g., formative, performance, competency-based) to assess candidate progress and provide continuous improvement opportunities for teacher candidates.
- 3.5. Designs and implements intervention plans that include targeted and defined supports that address challenges and growth opportunities for candidates based in data from regular progress monitoring benchmarks.

## P-12 Partnership

### Essential Action 1: Program-LEA Partnerships

1. **Program establishes formal partnerships with LEAs that include collaborative candidate recruitment, training, placement, hiring, and support for new teachers.**
  - 1.1. Establishes an articulated partnership agreement that includes data-informed shared vision and goals, areas of mutual interdependence, and detailed roles and responsibilities.
  - 1.2. Aligns preparation curriculum and training with LEA partner curricular materials and coaching protocols.
  - 1.3. Collaboratively selects schools with LEA partner for all practice-based experiences, focusing on schools that serve historically underserved communities.
  - 1.4. Provides targeted, personalized support for candidates' transition to induction with LEA partner and long-term coaching to support new teachers' professional goals and growth in their early years of teaching.
  - 1.5. Codifies high quality mentor teacher selection criteria (i.e., effective practitioners, proficient coaches) with LEA partner and co-selects high-quality mentor teachers.

### Essential Action 2: Collaborative Governance

2. **Program and LEA partner engage in ongoing collaborative governance structures that include exchanging data and information to plan, monitor, and improve partnership activities that support new teachers.**
  - 2.1. Collects quantitative and qualitative data with LEA partner that includes multiple sources of high-quality internally and externally validated data that informs and fosters partnership activities to support new teachers.
  - 2.2. Shares data (i.e., teacher performance data) and productively uses the data with LEA partner to create partnership action plans with measurable goals and monitors ongoing progress that supports new teachers' professional growth.

# Curriculum

## Essential Action 1: Standards-Aligned Curriculum

1. **Program develops a curriculum that is based in an identified set of grade-banded and content-specific competencies that enable candidate preparation in research-informed, evidence-based, and standards-based instructional practices for various learning environments.**
  - 1.1. Purposefully sequences to build from basic skills to more complex ones and reflects the iterative nature of learning to be an effective teacher.
  - 1.2. Prepares candidates in the foundations of instructional delivery, supporting them to adapt, plan and/or internalize, and deliver lessons that are standards-based, data-informed, relevant, and differentiated to engage and support all students.
  - 1.3. Prioritizes candidate development in the highest leverage instructional practices (i.e. use of formative and summative assessment practices, student questioning, etc.) to provide engaging, differentiated, and rigorous instruction that improves student outcomes.
  - 1.4. Uses relevant and rigorous subject matter content grounded in the TEKS to promote candidate development in the highest leverage instructional practices and content specific pedagogy.
  - 1.5. Builds candidates' curriculum literacy by developing their awareness, understanding, and use of high-quality K-12 instructional materials.
  - 1.6. Integrates ethical and professional standards that support candidates to become an ethically responsible, collaborative, student centered educator through reflection and professional growth.

## Essential Action 2: Integration of Practice-Based Experiences in Curriculum

2. **Program integrates practice-based experiences throughout the curriculum and embeds meaningful opportunities to practice skills via analysis, representation, and enactment of teaching throughout the program.**
  - 2.1. Includes opportunities to practice internalization and delivery of lessons, using high-quality K-12 instructional materials during coursework and practice-based experiences.
  - 2.2. Includes opportunities for practice in increasingly more authentic and developmentally rigorous ways, including analysis (i.e. examining teaching/instruction), representations (i.e. role-play/engagement with illustrations of instruction), and enactments (i.e. teaching) of instructional pedagogies, and includes opportunities to receive feedback and adjust practice.
  - 2.3. Includes authentic, job-related, and job-embedded opportunities, beginning early in the program.

## Essential Action 3: Curriculum Meeting Diverse Student Needs

3. **Program designs the curriculum to effectively prepare candidates to meet the diverse academic and developmental needs of all students.**

- 3.1. Develops candidates' understanding of, and application of principles from, the cognitive and developmental needs of all students.
- 3.2. Includes evidence-based practices for building positive relationships with students and families to develop a comprehensive understanding of their prior academic learning and assets (i.e., strengths, personal experiences, interests, culture).
- 3.3. Includes evidence-based practices for providing safe, supportive, inclusive, and academically challenging learning environments.
- 3.4. Prepares all candidates to understand and use evidence-based practices to meet the needs of emergent bilingual students, multilingual learners, gifted learners, and students who receive special education services or with a 504 plan.

# Instruction and Support

## Essential Action 1: Commitment to Faculty/Instructor Professional Development and Support

- 1. Program establishes expectations and a system for data-informed training for their faculty/instructors and staff to best meet the needs of their teacher candidates and the school communities in which they serve.**
  - 1.1. Commits to and communicates a culture of coaching as a component of their overall vision for quality teacher preparation.
  - 1.2. Consistently examines data to inform the selection of training and support for their faculty/instructors and staff.
  - 1.3. Uses data to inform and consistently provide individualized feedback and support for their faculty/instructors and staff.
  - 1.4. Expects faculty/instructors to engage in training aligned with the program and LEA partners' instructional priorities, including professional development opportunities to ensure the program's goals and instruction are aligned with their partner schools' vision and goals.

## Essential Action 2: Competency-Based Practice-Based Experiences

- 2. Program designs and delivers coherent practice-based experiences aligned to the curriculum, the Texas Teacher Standards, and the program's teacher competency framework.**
  - 2.1. Incorporates practice-based experiences that are explicitly tied to program curriculum and competencies.
  - 2.2. Scaffolds practice-based experiences and provides candidates with opportunities to apply learning from program curriculum throughout their entire preparation experience.
  - 2.3. Coaches and monitors candidate development aligned to the program curriculum and competencies and assesses candidate content knowledge, pedagogical skills, dispositions, and professionalism throughout practice-based experiences.

## Essential Action 3: Continuum of Practice-Based Experiences

- 3. Program ensures that candidates meaningfully practice and demonstrate proficiency in priority teaching competencies throughout the continuum of practice-based experiences, including field-based experiences and pre-service practice.**
  - 3.1. Structures early practice-based experiences, such as field-based experiences, to provide candidates with opportunities to work with diverse student populations in multiple classrooms across the grade bands for which they are seeking certification.
  - 3.2. Structures all practice-based experiences to include opportunities to practice curriculum-based lesson planning and internalization, delivering instruction, and administering and analyzing assessment across supervised opportunities to directly interact with students.



- 3.3 Scaffolds pre-service practice opportunities to include co-teaching and a gradual release of instructional responsibility to the candidate over time and as they demonstrate proficiency of key competencies.
- 3.4 Provides candidates with opportunities to reflect, ask questions, and get feedback from field supervisors, mentor teachers, and campus leadership.

#### Essential Action 4: Supervisor, Faculty/Instructor, and Mentor Teacher Training

**4. Program ensures that teacher candidates are supported and coached by trained supervisors, faculty/instructors, and high-quality mentor teachers.**

- 4.1. Embeds high-quality faculty/instructors and field supervisors within the LEA partner sites who consistently support, coach, and evaluate teacher candidates.
- 4.2. Trains mentor teachers in the policies and practices of the program and establishes structures to support the mentor's ability to coach and co-teach with the teacher candidate.
- 4.3. Trains all relevant supportive personnel (field supervisors, faculty/instructors, mentor teachers) on the teacher candidate evaluation tool, coaching and feedback practices.

#### Essential Action 5: Formative Coaching Practices

**5. Program provides teacher candidates with regular, actionable formative feedback, coaching and support during practice-based experiences.**

- 5.1 Provides feedback that is detailed and supported by evidence, growth-oriented, actionable, and aligned to specific TEKS, teacher competencies, and the educator preparation curriculum.
- 5.2 Provides formative feedback and coaching from multiple, supportive personnel (i.e., EPP faculty/ instructor, program-level supervisor, campus-level supervisor and administrator, mentor teacher) who have consistent expectations for teacher candidate growth.
- 5.3 Generates opportunities for teacher candidates to reflect on high-quality teaching practices, their own teaching and effects on students' learning, and continuous improvement for both the teacher candidate and students through feedback and coaching.
- 5.4 Provides feedback in multiple settings throughout the program (i.e., rehearsals during methods courses, pre-service practice in PK-12 classrooms) and given in a timely manner (i.e., within 48 hours).

#### Essential Action 6: Yearlong Pre-Service Practice

- 6. Program implements at least a yearlong pre-service practice opportunity for teacher candidates alongside high-quality mentor teachers in settings that are representative of the schools and students they will serve.**

- 6.1. Provides pre-service practice settings that are jointly selected by the program and LEA partner, informed by partnership goals and agreements, and offer learning environments that are conducive to mastering teacher competencies.
- 6.2. Structures pre-service practice that spans at least two complete semesters and includes multiple opportunities for observations, co-teaching, strategic evaluation and at least one full semester of practice under the guidance of a high-quality mentor teacher.
- 6.3. Provides opportunities for candidates to experience the beginning and end of the school year.
- 6.4. Collaboratively establishes staffing models with LEA partner that enable sustainable funding of stipends for candidates during their pre-service practice.

**ATTACHMENT VII**  
**Text of Proposed New 19 TAC**  
**CHAPTER 228, Requirements for Educator Preparation Programs**

**SUBCHAPTER A. GENERAL GUIDANCE**

**§228.2. Definitions**

Analysis—examining teaching and/or instructional resources (e.g. student work samples, a video of teaching practices) to recognize key teaching practices enacted in a variety of ways, build understanding of the practice through repeated review, develop a shared vision for a teacher practice, and compare their own practice for improvement.

Co-teaching— a practice in which two or more teachers share instructional responsibility for a single group of students primarily in a single classroom or workspace for specific content or learning objectives using one of seven models defined by St. Cloud State University.

Enactments— opportunities to engage teacher candidates in sheltered practice to develop a skill through such examples as: doing student work, role playing student interactions, coached lesson rehearsals, and peer run throughs of a proposed lesson. Candidates should have the opportunity to receive feedback on and integrate feedback into future practices.

Performance task--A learning activity or assessment that requires candidates to apply their learning and perform to demonstrate proficiency, that yields tangible products or performance that serves as evidence of learning and are evaluated by standard rubrics or criteria, and that does not include multiple-choice assessments.

Representations—artifacts and illustrations of instruction used to help teacher candidates see and analyze strong teaching practices. Representations expose teacher candidates to and build understanding of specific criteria of effective teacher practices, as well as deepen their content knowledge for teaching. May include teacher educator modeling, student work, videos and transcripts.

**§228.39. Pre-Service Coursework and Training for Classroom Teacher Candidates.**

Unless a candidate qualifies as a late hire under §228.51 (relating to Late Hire Candidates), a candidate shall complete the following prior to any clinical teaching or internship:

- (a) a minimum of 30 clock-hours of field-based experiences, as described in §228.41 of this chapter (relating to Pre-Service Field-Based Experiences for Classroom Teacher Candidates); and
- (b) 150 clock-hours of coursework and/or training as prescribed in §228.53 of this title (relating to Educator Preparation Curriculum) that allows candidates to demonstrate proficiency through performance tasks in:
  - (1) designing clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher-order thinking, persistence, and achievement;
  - (2) formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments;
  - (3) ensuring high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;
  - (4) clearly and accurately communicating to support persistence, deeper learning, and effective effort;
  - (5) organizing a safe, accessible, and efficient classroom;
  - (6) establishing, communicating, and maintaining clear expectations for student behavior;
  - (7) leading a mutually respectful and collaborative class of actively engaged learners;

- (8) meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities;
- (9) reflect on his or her practice;
- (10) effectively communicating with students, families, colleagues, and community members; and
- (11) proactive instructional planning techniques and inclusive practices for all students, including students with disabilities.

### §228.31. Minimum Educator Preparation Program Obligations to All Candidates

- (a) Each educator preparation program (EPP) must develop and implement a calendar of program activities that must include a deadline for accepting candidates into a program cycle to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience. If an EPP accepts candidates after the deadline, the EPP must develop and implement a calendar of program activities to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching experience or prior to or during an internship experience.
- (b) All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission. The exit policy must require dismissal of inactive candidates after a specified period of time that shall not exceed five years. EPPs that are colleges or universities must dismiss inactive candidates who would have to reapply to the college or university before continuing their educator preparation.
- (c) To ensure that a candidate for educator certification is prepared to receive a standard certificate, the educator preparation program (EPP) shall establish benchmarks and structured assessments of the candidate's progress throughout the EPP and provide support and interventions to the candidate based on the benchmark and structured assessment results.
- (d) An EPP is responsible for ensuring that each candidate is adequately prepared to pass the appropriate content pedagogy examination(s) required for certification. An EPP shall determine the readiness of each candidate to take the appropriate certification examination of content, pedagogy, and professional responsibilities, including professional ethics and standards of conduct.
- (e) The EPP shall grant test approval when the EPP determines the candidate is ready, or if the candidate is a completer. An EPP may make test approval contingent on a candidate completing additional coursework and/or training to show that the candidate is prepared to pass the test if the candidate is seeking test approval from the EPP in an area where the standards and/or test changed since the candidate completed all requirements of the EPP or if the candidate has returned to the EPP for test approval five or more years following the academic year of completion of all program requirements.
- (f) Upon the written request of the candidate, an EPP may prepare a candidate and grant test approval for a classroom teacher certificate category other than the category for which the candidate was initially admitted to the EPP if:
  - (a) the candidate would meet the requirements for admission under §227.10 of this title (relating to Admission Criteria) in the requested certificate category;
  - (b) the EPP provides coursework and training in the educator standards and test framework competencies related to the requested certificate category; and
  - (c) the EPP ensures that the candidate is adequately prepared to pass the appropriate content pedagogy examination(s) required for the requested certificate category.
- (g) An EPP shall not grant test approval for a certification examination until a candidate has met all of the requirements for admission to the EPP and has been contingently or formally admitted into the EPP.
- (h) For the purposes of EPP improvement, an entity shall continuously evaluate 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.

- (i) An EPP shall retain documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after a candidate completes, withdraws from, or is discharged or released from the program.
- (j) During the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to Chapter 247 of this title (relating to Educators' Code of Ethics).

### §228.53. Educator Preparation Curriculum.

- (a) The educator standards adopted by the State Board for Educator Certification shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).
- (b) The curriculum for each educator preparation program shall rely on scientifically based research to ensure educator effectiveness, and include opportunities for candidate practice in increasingly more authentic and developmentally rigorous ways, including analysis, representations, and enactments of instructional pedagogies and opportunities to receive feedback and adjust practice.
- (c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:
  - (1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include:
    - (A) professional ethical conduct, practices, and performance;
    - (B) ethical conduct toward professional colleagues; and
    - (C) ethical conduct toward students;
  - (2) instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b);
  - (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice-based program or research-based practice;
  - (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students in this state, including students with disabilities;
  - (5) the importance of building strong classroom management skills;
  - (6) the framework in this state for teacher and principal evaluation;
  - (7) appropriate relationships, boundaries, and communications between educators and students;
  - (8) instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:
    - (A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;
    - (B) provide effective, evidence-based strategies to determine a person's degree of digital literacy;
    - (C) cover best practices in:
      - (i) assessing students receiving virtual instruction, based on academic progress; and
      - (ii) developing a virtual learning curriculum; and

- (D) include resources to address any deficiencies identified by the digital literacy evaluation; and
  - (9) instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC, §21.044(a-1).
- (d) The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:
- (1) the relevant TEKS, including the English Language Proficiency Standards;
  - (2) reading instruction, including instruction that improves students' content-area literacy;
  - (3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and
  - (4) the skills and competencies as prescribed in Chapter 235 of this title (relating to Classroom Teacher Certification Standards) and captured in the Texas teacher standards in Chapter 149, Subchapter AA, of Part 2 of this title (relating to Teacher Standards).
- (e) The following educator content standards from Chapter 235 of this title shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3:
- (1) Child Development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards;
  - (2) Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and
  - (3) Science of Teaching Reading Standards.

**§228.59. Clinical Teaching.**

- (a) A candidate for initial certification as a classroom teacher must have a clinical teaching assignment for each subject area in which the candidate is seeking certification.
- (b) Required duration of a clinical teaching assignment:
- (1) a minimum of 14 weeks (no fewer than 70 full days), with a full day being 100% of the school day,
    - (A) not less than an average of four hours each day in the subject area and grade level of certification sought, including intermissions and recesses but not including conference and duty-free lunch periods, and
    - (B) the minimum may be reduced to no less than 65 full days if the candidate is absent from the clinical teaching assignment due to parental leave, military leave, illness, or bereavement; or
  - (2) a minimum of 28 weeks (no fewer than 140 half days), with a half day being 50% of the school day, and
    - (A) not less than an average of two hours each day in the subject area and grade level of certification sought, including intermissions and recesses but not including conference and duty-free lunch periods, and
    - (B) the minimum may be reduced to no less than 130 half days if the candidate is absent from the clinical teaching assignment due to parental leave, military leave, illness, or bereavement.
- (c) For a candidate seeking initial certification in more than one subject area, the primary teaching assignment must meet the requirements of clause (b)(1) of this section. Additional clinical teaching assignments in

other subject areas may be less than an average of four hours each day during the 14 weeks of clinical teaching if:

- (1) the primary assignment is not less than an average of four hours each day in the subject area and grade level of certification sought;
  - (2) the EPP is approved to offer preparation in the certification category required for the additional assignment;
  - (3) the EPP provides ongoing support for each assignment as prescribed in subsection (g) of this section;
  - (4) the EPP provides coursework and training for each assignment to adequately prepare the candidate to be effective in the classroom; and
  - (5) the campus administrator agrees to assign a qualified cooperating teacher appropriate to each assignment.
- (d) The EPP must structure the clinical teaching assignment so that the candidate is provided opportunities for co-teaching and increased instructional responsibility over the course of the clinical teaching assignment and as they demonstrate mastery of educator standards.
- ~~(e)~~ Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.
- ~~(f)~~ An EPP must provide ongoing support to a candidate as described in Subchapter F of this chapter for the full term of the initial and any additional clinical teaching, unless, prior to the expiration of that term:
- (1) a standard certificate is issued to the candidate;
  - (2) the candidate is discharged or is released from the EPP; or
  - (3) the candidate withdraws from the EPP.

#### **§228.89. Field Supervisor Qualifications and Responsibilities.**

- (a) Required qualifications of a field supervisor:
- (1) accomplishment as an educator as shown by student learning; and
  - (2) not employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum; and
  - (3) trained by the EPP as a field supervisor; and
  - (4) has completed TEA-approved training or is a certified T-TESS appraiser; and
  - (5) not assigned to the candidate as a mentor, cooperating teacher, or site supervisor; and
  - (6) three years of creditable experience, as defined by Chapter 153 Subchapter CC of this title (relating to Commissioner's Rules on Creditable Years of Service), in the class in which supervision is provided, including:
    - (A) for a supervisor of classroom teacher, legacy master teacher, and reading specialist candidates, experience as a campus-level administrator and a current certificate that is appropriate for a principal assignment; and
    - (B) for a supervisor of principal candidates, experience as a district-level administrator and a current certificate that is appropriate for a superintendent assignment may also supervise principal candidates; and either
  - (7) current certification in the class in which supervision is provided; or

- (8) at least a master's degree in the academic area or field related to the certification class for which supervision is being provided, and in compliance with the same number, content, and type of continuing professional education requirements described in §232.11 of this title (relating to Number and Content of Required Continuing Professional Education Hours) and §232.15 of this title (relating to Types of Acceptable Continuing Professional Education Activities) for the certification class for which supervision is being provided.
- (b) Duties of a Field Supervisor:
- (1) Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor and completed TEA-approved observation training.
  - (2) The field supervisor's initial contact with the assigned candidate must occur within the first three weeks of assignment for candidates seeking certification as classroom teachers and within the first quarter of the assignment for a candidate seeking certification in a class other than classroom teacher. Contact may be made by telephone, email, or other electronic communication.
  - (3) The field supervisor shall verify the candidate's internship placement within the first three weeks of assignment and shall notify the educator preparation program if the internship placement does not meet the requirements of this chapter.
  - (4) Field supervisors shall conduct observations of candidates as described in §§228.91 (relating to Formal Observations for All Candidates for Initial Classroom Teacher Certification) and 228.95 (relating to Formal Observations for Candidates in Internship Assignments) of this title.
  - (5) Field supervisors shall provide informal observations and coaching as appropriate, and at minimum include informal observations and coaching informed by written feedback provided during post-observation conference.
  - (6) For candidates participating in an internship, the field supervisor shall provide a copy of all written feedback to the candidate's supervising campus administrator.
  - (7) In a clinical teaching experience, the field supervisor shall collaborate with the candidate and cooperating teacher throughout the clinical teaching experience.
  - (8) For an internship, the field supervisor shall collaborate with the candidate, mentor, and supervising campus administrator throughout the internship.
  - (9) For candidates in a practicum, the field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.