

Faculty Day
August 20, 2014
Chapters 227, Chapters 228, Chapters 229 Revision

Chapter 227. Provisions for Educator Preparation Candidates
Subchapter A. Admission to Educator Preparation Programs

Selected Items

1. All candidates must be informed that they will undergo a criminal history background check prior to employment.
2. Admission Criteria
 - a. Minimum criteria for candidates seeking initial certification.
 - i. Overall grade point average of 2.75. August SBEC Board MTG reverted to 2.50
 - ii. Minimum of 12 SCH in subject-specific content area for certification
 - iii. Or 15 SCH in subject-specific content for mathematics or science at or above Grade 7.
 - iv. Demonstrate oral communication skills.
 - v. Complete an application.
 - vi. Complete an interview.
 - vii. Any other criteria for admission – applied consistently to all candidates.
 - b. EPP may not admit a candidate who has completed another EPP in the same certification field.
3. Formal Admission
 - a. Formally admitted – notify applicant of the offer of admittance.
 - b. Applicant must accept the offer.
 - c. Begins January 1, 2015.
4. All other criteria begins March 1, 2015

Chapter 228. Requirements for Educator Preparation Programs

1. Definitions

- Clinical Teaching – new term for student teaching.
 - Clinical Teaching may be a minimum of 12-week all-day or 24-week half-day.
 - Field based experiences – introductory experiences involving reflective observation public school students, teachers, and faculty/staff engaged in educational activities in a school setting.
 - Other defined terms in Chapter 228: Internship, Mentor, Practicum, Professional Certification, Site supervisor.
1. Continuing Entity Approval - Reviewed at least once every five years
 2. Governance of Educator Preparation Programs

- a. Advisory Committee – collaboration in design, delivery, evaluation, and major policy decisions of the EPP.
 - b. Governing body and chief operating office shall provide sufficient support to enable the EPP to meet all standards and shall be accountable for the quality for the EPP and the candidates recommended.
3. Educator Preparation Curriculum
- a. Rely on scientifically based research to ensure teacher effectiveness and align to the TEKS.
 - b. Coursework and training should be sustained, rigorous, interactive, student focused, and performance based.
 - c. Reading instruction – including instruction that improves content-area literacy.
 - d. Skill and Competencies captured in the Texas teacher standards:
 - i. Instructional planning and delivery
 - ii. Knowledge of students and student learning
 - iii. Content knowledge and expertise
 - iv. Learning environment
 - v. Data-driven practice
 - vi. Professional practices and responsibilities
 - e. Instruction in detection and education of students with dyslexia
 - f. Instruction in detection of students with mental or emotional disorders.
4. Preparation Program Coursework
- a. Initial Certification
 - i. Provide coursework to ensure the educator is effective in the classroom.
 - ii. Professional development should be sustained, intensive, and classroom focused.
 - iii. Minimum of 30 clock-hours of field-based experience.
 - iv. All coursework completed prior to completion and standard certification.
 - v. An internship, clinical teaching, or practicum experience must take place in an actual school setting.
 - b. Professional Certification
 - i. Coursework to ensure that the educator is effective in the professional assignment aligned to the state standards for the applicable certification field.
 - c. Educator Preparation Program Delivery
 - i. Provide evidence of ongoing and relevant field-based experiences throughout the EPP in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning.
 - ii. Field based experiences, Candidate, under supervision, actively engaged in instructional or educational activities that include:

1. Authentic school settings
2. Instruction by content certified teachers
3. Actual students in classrooms with identity-proof settings
4. Content or grade-level specific classrooms
5. Reflection of the observation
- iii. Initial Certification
 1. Ongoing
 2. Clinical Teaching either 12 weeks full day or 24 week half day
 3. Internship – one full school year on a probationary certificate and classified as a “teacher”
 4. Collaborate with campus administrator to assign cooperating teacher
 5. Initial contact must occur within the first 3 weeks
 6. 45 minute FTF observation, written feedback, copy to campus administrator
 7. 1st observation within the first 6 weeks
 8. Minimum of 3 formal observations
- iv. Professional Certification
 1. Practicum of a minimum of 160 clock hours
 2. Initial contact within the 1st three weeks
 3. Document professional practices provide written feedback, provide written documentation to site supervisor.
 4. Observations of at least 135 minutes during the practicum and must be conducted by the field supervisor.
 5. Over course of practicum, 45 minutes FTF
 6. Minimum of 3 observations
5. Assessment and evaluation of candidates
 - a. Entity must establish benchmarks and structured assessments of candidate’s progress throughout the EPP program
 - b. Determine the readiness of each candidate to test
 - c. Continuously evaluate the design and delivery of curriculum based on performance data, scientifically based research, and results of internal and external feedback and assessments.
 - d. Evidence kept for a period of 5 years.
6. Professional Conduct. The EPP shall ensure that the individuals preparing candidates and the candidates themselves adhere to Code of Ethics.

Chapter 229. Accountability System for Educator Preparation Programs

7. Definitions

- a. Beginning Teacher – classroom teacher with less than three years experience.

- b. Clinical Teaching – 12 full days student teaching, or 24 half days student teaching.
 - c. Completer – A person who has met all the requirements of a state-approved educator preparation program.
 - d. Demographic group – EPP will assign a candidate to one gender and at least on race or ethnicity group.
 - e. First year in the classroom – first year of employment as a classroom teacher.
 - f. Pass rate – Pass rate--For each academic year, the percent of tests passed by candidates who have finished all educator preparation program requirements for coursework; training; and internship, [student teaching,] clinical teaching, or practicum by the end of that academic year. For purposes of determining the pass rate, candidates shall not be excluded because the candidate has not been recommended for certification, has not passed a certification examination, or is not considered a "completer" for purposes of the Higher Education Act or other applicable law. The pass rate is based solely on the examinations required to obtain certification in the field(s) for which the candidate serves his or her internship, [student teaching,] clinical teaching, or practicum. Examinations not required for certification in that field or fields, whether taken before or after admission to an educator preparation program, are not included. The rate reflects a candidate's success only on the last attempt made on the examination by the end of the academic year in which the candidate finishes the coursework; training; and internship, [student teaching,] clinical teaching, or practicum program requirements, and does not reflect any attempts made after that year. The formula for calculation of pass rate is the number of successful (i.e., passing) last attempts made by candidates who have finished the specified educator preparation program requirements divided by the total number of last attempts made by those candidates.
8. Required Submissions
- a. EPPs, candidates, beginning teachers, field supervisors, school principals, campus mentors, and cooperating teachers provide required information.
 - b. All EPP data for an academic year submitted annually by 9/15.
 - c. All surveys by public school personnel by 6/15.
 - d. Data Submission
 - i. Data for all candidates.
 - ii. Participants in EPP complete a survey evaluating preparation by EPP
 - iii. Principals complete individual teacher performance survey.
 - iv. Principals evaluate effectiveness of preparation for classroom success.
9. Determination of Accreditation Status - Annually
- a. Pass rate 80% per group and certification tests.

- b. Appraisals of beginning teachers by school administrators.
 - c. To the extent possible – the improvement in student achievement of students taught by beginning teachers for the first three years following certification.
 - d. Frequency, duration, and quality of field supervision.
10. Status assigned
- a. Accredited
 - b. Accredited – Warned
 - c. Accredited – Probation
 - d. Not Accredited – Revoked
11. Small group exception not at 20 but after 3 years evaluated regardless aggregated over the three years.
12. Remaining sections explain appeal processes.