

Certification Architectural Redesign

THURSDAY, AUGUST 3, 2017

Warm-Up

Think about the teacher during your K-12 experience that had the greatest positive impact on you.

2 minutes to write individually

1 minute to compare with a neighbor

What were the qualities of the teacher that had the greatest positive impact on you during your K-12 experience?

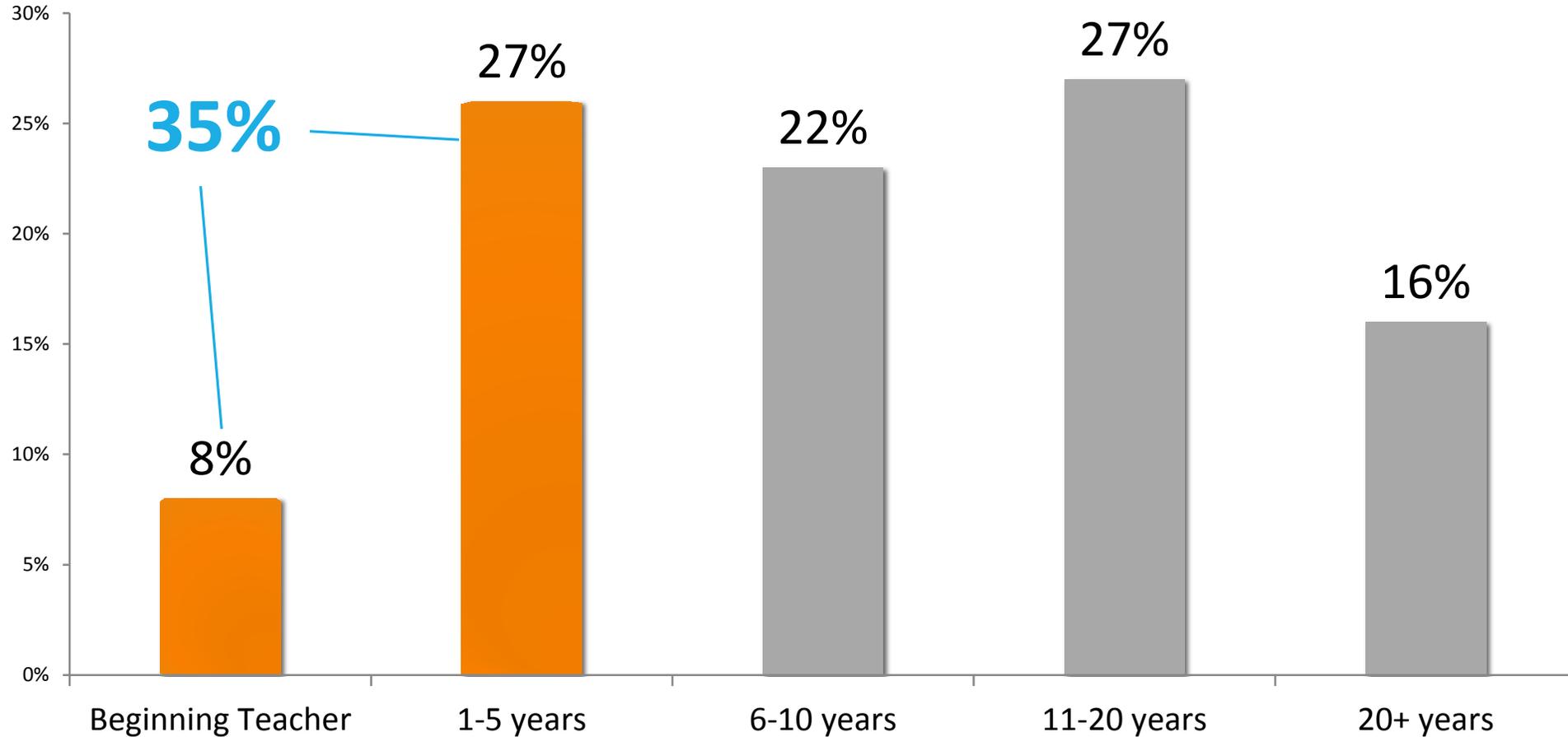
Objective

SBEC members will understand the landscape of the current educator certification architecture and possible tiered licensure pathways and share their opinions on the future directions.

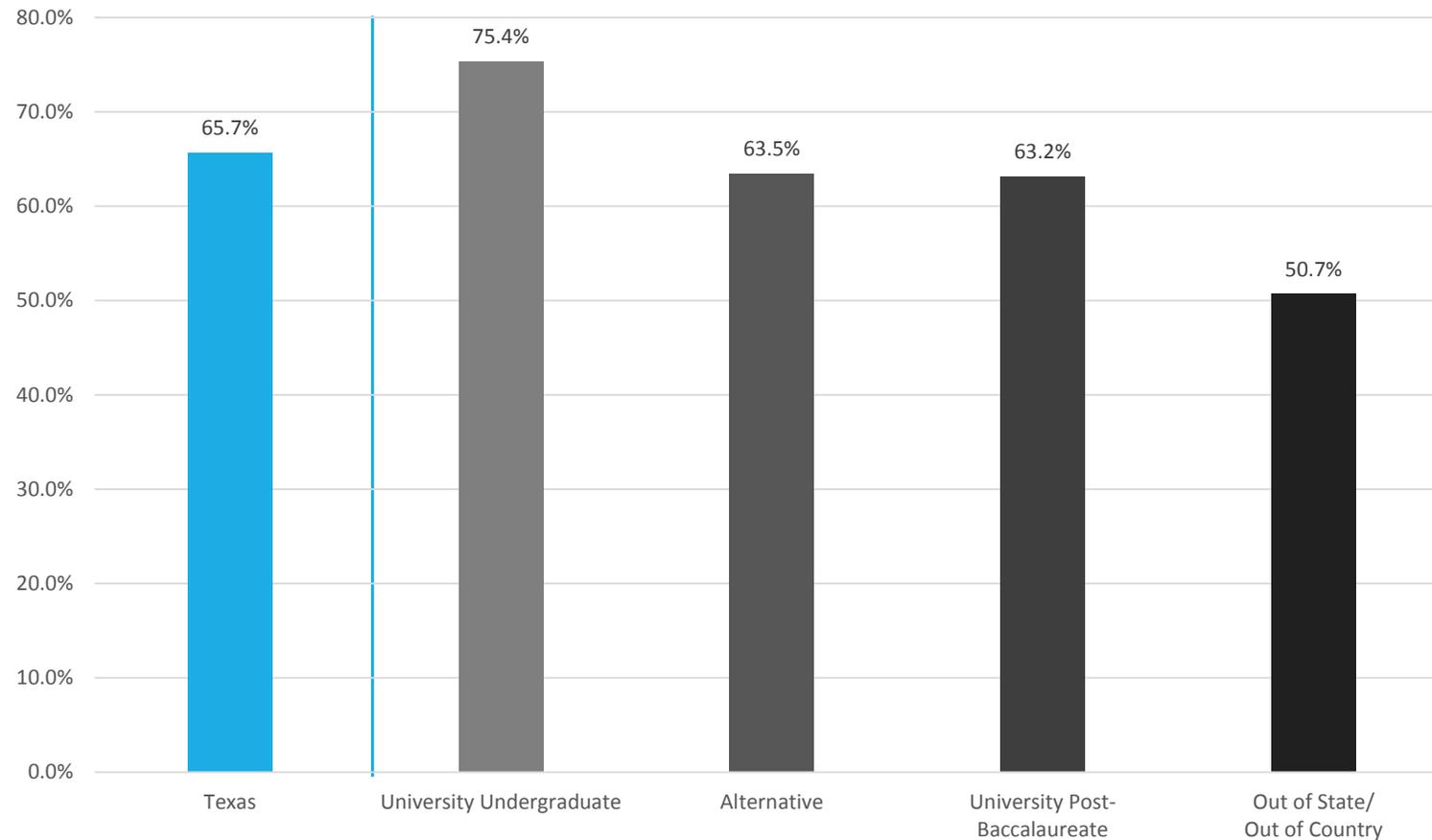
Basic Certification Requirements

- Bachelor's degree
- Completion of educator preparation program
- Exam Passage
 - 1) Pedagogy and Professional Responsibilities (PPR)
 - 2) Content

Over a third of teachers have been in the classroom for 5 years or less.



Five-year teacher retention rates



Why Do Teachers Leave?

Teachers tend to leave in their first years of teaching due to:

- Working conditions – support, collaboration, resources, student behavior
- Effectiveness – don't feel like they are or can have a positive impact
- Career Prospects – compensation and career advancement

Hunter, Warren. "New Teacher Induction: Support, Self-efficacy, and Satisfaction." *Journal of Cross-Disciplinary Perspectives in Education* 7.2 (2014): 41-51. Web.

Ingersoll, R. & Smith, T. "The Wrong Solution to the Teacher Shortage." *Educational Leadership* 60 (2003): 30-33. Web.

Rationale for Change – What do we want our licensure system to do?



“Historically, state licensure followed a “Do No Harm” policy and set minimum qualifications for educators before they were allowed to practice in a classroom or school. Today however, we are asking licensure assessments to do more, to ensure a certain standard of educator quality and to be based on indicators correlated with readiness to enter a classroom or a school so we can make better informed decisions of who gets into the profession. Current reform efforts are focused on these new expectations of performance – Can the candidate actually do the job? and higher standards of rigor – Are educators effective?”

“Our Responsibility, Our Promise: Transforming Educator Preparation and Entry Into the Profession,” Council of Chief State School Officers (2012)

“Other professions rely on the rigor of their end-of-program or licensure exams as the mechanism to ensure that only well-prepared candidates enter the profession and as a way to provide trustworthy evidence to the community that a licensed professional has proven himself or herself responsible to practice. For example, stories of the difficulty of passing the bar exam are well known; just 64 percent of test-takers passed the bar exam in 2014. The architecture licensure exam requires a total of 33 hours to complete and is taken in sections. The pass rate on the sections ranges from 62 percent to 77 percent.

“A Million New Teachers: Will They Be Ready to Teach?” American Institutes for Research” (May, 2015)

Three-pronged approach

Narrower PPR grade bands

- Ability to focus on developmentally appropriate pedagogical approaches

Performance-Based Assessment

- Authentic evidence of candidates' ability to impact student achievement and growth

Multi-Tiered Licensure

- Recognizes continuous development and growth

Current Grade Bands

EC - 6

- Core Subjects (EC-6):
 - English Language Arts/Science of Teaching Reading
 - Math
 - Science
 - Social Studies
 - Fine Arts/Health/PE

4-8

- Core Subjects (4-8):
 - English Language Arts
 - Math
 - Science
 - Social Studies
 - Math/Science
 - ELAR/Social Studies
 - Single-Subject Certifications

7-12

- 7-12 Content Certifications

EC – 12 Pedagogy & Professional Responsibilities (PPR)

Theory of Change

If you narrow the grade bands for more focused, rigorous, and relevant content then you will...

improve the preparation and support of candidates and thereby...

Produce more effective teachers that can improve student outcomes, and...

raise the perception of teaching as a rigorous and rewarding profession

Proposed Grade Bands

EC – 3*

- Core Subjects:
 - English Language Arts
 - Math
 - Science
 - Social Studies
 - Fine Arts/Health/PE

- Science of Teaching Reading

EC – 3 PPR

4-8

- Core Subjects (4-8):
 - English Language Arts
 - Math
 - Science
 - Social Studies
 - Math/Science
 - ELAR/Social Studies
 - Single-Subject Certifications

4-8 PPR

7-12

- 7-12 Content Certifications

7-12 PPR

*in addition to maintaining the current EC-6 Core Subjects

Educator Standards

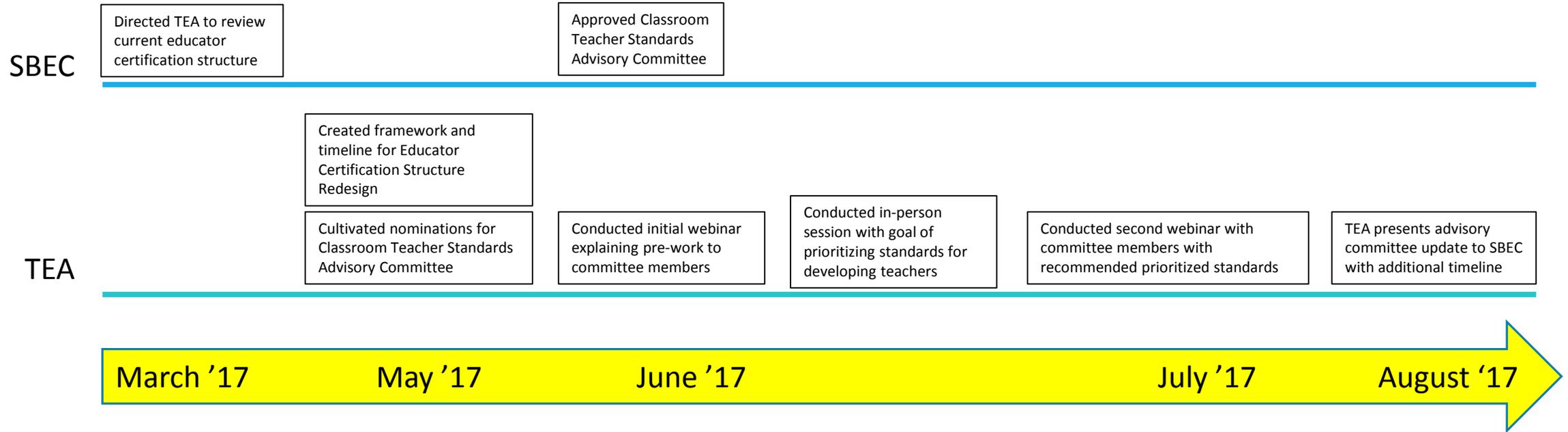


AUGUST 3, 2017

Objective

SBEC members will understand the process TEA and the Educator Standards Advisory Committee took in prioritizing the standards for beginning teachers in the narrower PPR grade bands, as well as the end result, and share their opinions.

Timeline of Process



Prioritization

**BETTER TO GO AN INCH WIDE AND A MILE DEEP,
RATHER THAN A MILE WIDE AND AN INCH DEEP.
BECOME A MASTER—AN EXPERT IN YOUR INDUSTRY.**

What would you choose?

1. Implementing organizational routines
2. Specifying and reinforcing productive student behaviors
3. Implementing norms and routines for classroom discussion
4. Explaining and modeling content, practices, and strategies
5. Analyzing instruction for the purpose of improving it
6. Providing oral and written feedback to students
7. Selecting and designing formal assessments of student learning
8. Designing single lessons and sequences of lessons
9. Building respectful relationships with students
10. Talking about a student with parents or other caregivers

PPR Standards Update

Alignment

- Recommend alignment to
 - Keep the same wording of the commissioner's standards
 - Use the proficient and developing strands in T-TESS as the base
 - Add in high-leverage practices as defined by **Teaching Works**

PPR Standards Update

Prioritized Standards

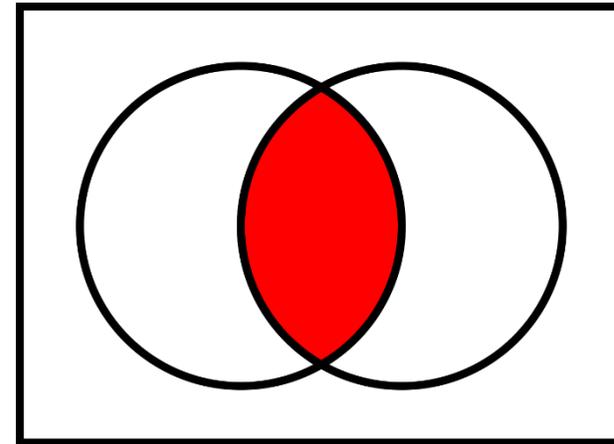
- Recommended prioritized standards
 - All sub-committee aligned on 34 standards
 - # of prioritized standards range from 35-45
 - Reduced areas of variance

PPR Standards Update

Content of Prioritized Standards

Commonalities

- Ability to teach a whole-group standards aligned, rigorous material that considers diverse learners by applying content-specific instructional strategies and best-practices
- Create an inclusive and productive environment by getting to know students
- Participate consistently in data-driven instruction
- Meeting the standards of the teaching profession



PPR Standards Update

Content of Prioritized Standards

EC 3 Differentiation

- Planning and executing student groupings
- Integrating multiple modalities
- Readiness for learning and child development
- Cross content and real world connections
- Learning environment
- Teachers as advocates for students



4-8 and 7-12 Differentiation

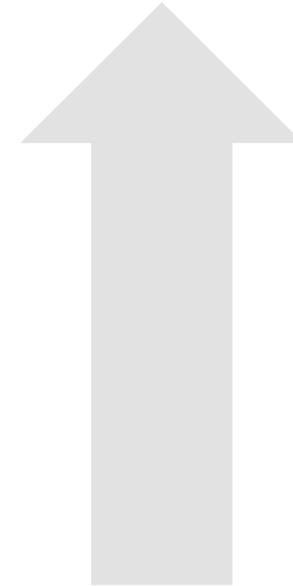
- Instructional practices and strategies

PPR Standards Update

Content of Prioritized Standards

Omissions

- Skills commonly found for teachers later in their development
 - individualizing learning
 - moving from a teacher to facilitator
 - increasing expectations of students
 - increasing ability to proactively plan based on student background and information
 - involvement in the school as a teacher and leader
 - small-group instruction and management for 4-8 and 7-12



Questions

- What are your initial thoughts/feedback on the prioritized standards themselves. Are there any blind spots that we should reconsider before moving forward?

PPR Standards to a test framework

EC-3 Prioritized PPR Standards (1.F)		
1. Instructional Planning and Delivery	F. Consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.	i. Teachers monitor and assess students' progress to ensure that their lessons meet students' needs
1. Instructional Planning and Delivery	F. Consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.	ii. Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts
1. Instructional Planning and Delivery	F. Consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.	iii. Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement
1. Instructional Planning and Delivery	F. Consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.	

DOMAIN I – INSTRUCTIONAL PLANNING AND DELIVERY

Competency 004:

The teacher understands and utilizes developmentally appropriate techniques and strategies to monitor and assess student progress, provide immediate feedback that reinforces student understanding of key concepts, and adjust content delivery in response to student progress, ensuring that learning activities maximize student engagement and meet students' cognitive and developmental needs.

Standards to a test framework

EC-3 Prioritized PPR Standards (1.F)		
1. Instructional Planning and Delivery	F. Consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.	i. Teachers monitor and assess students' progress to ensure that their lessons meet students' needs

DOMAIN I – INSTRUCTIONAL PLANNING AND DELIVERY

Competency 004:

The teacher understands and utilizes developmentally appropriate techniques and strategies to monitor and assess student progress, provide immediate feedback that reinforces student understanding of key concepts, and adjust content delivery in response to student progress, ensuring that learning activities maximize student engagement and meet students' cognitive and developmental needs.

The beginning teacher:

- A. Understands the purpose and value of early childhood progress monitoring assessments, including observation, documentation, and other appropriate assessment strategies. (NAEYC 3b)
- B. Uses monitoring and assessment strategies appropriate to the developmental stage of the child and authentic to the learning activity (i.e. observation, documentation and other appropriate assessment strategies, such as screening tools and play-based assessments). (NAEYC 3b)
- C. Uses monitoring and assessment strategies to observe children's individual and class-wide progress toward learning activity goals.
- D. Demonstrates skills in conducting systemic observations, interpreting those observations, and reflecting on their significance. (NAEYC 3b)
- E. Creates opportunities to observe children in playful situations as well as in more formal learning contexts, with an understanding that spontaneous play provides a window to all aspects of children's development. (NAEYC 3b)
- F. Understands that students may demonstrate progress in a variety of ways dependent upon their individual developmental variations and learning styles. (NAEYC 1b)

Descriptive statements listed align to the underlined portion of competency statement. Final list would include additional descriptive statements aligned to other elements of the competency statement.

Test Item (4.B):

During the first week of a thematic unit on fables, Ms. Santos, a kindergarten teacher, facilitates learning activities with *The Three Little Pigs*, including multiple read aloud lessons focused on retelling the main events in the story. During center time, students in the Dramatic Play center work to retell the story, acting out the main events. Ms. Santos plans to play with her students in the center and monitor their progress with retelling during this time. Which method would best ensure that Ms. Santos monitors student progress in an authentic, developmentally appropriate manner?

- A. Provide students with picture cards representing the beginning, middle, and end of the story and ask the students to put the cards in order.
- B. Observe students and take anecdotal records documenting their actions during play which demonstrate their current ability to retell.
- C. Have students complete a graphic organizer, drawing a picture and writing a sentence retelling the actions from the beginning, middle, and end of the story.
- D. Observe students and complete a checklist, indicating "yes" or "no" as to whether a student can accurately retell the story.

Three-pronged approach

Narrower PPR grade bands

- Ability to focus on developmentally appropriate pedagogical approaches

Performance-Based Assessment

- Authentic evidence of candidates' ability to impact student achievement and growth

Multi-Tiered Licensure

- Recognizes continuous development and growth

Volume and Passing Rates on PPR exam

	Number of Test Takers	Current Passing Rate (1 st time test takers)
All test takers	26,934	93%
University undergraduate	8,850	92%
University post-bac	1,031	96%
University Alternative Certification	390	96%
Alternative Certification	12,471	93%
Out of State/Country	4,192	96%

Performance-Based Assessment for initial certification

“Consensus has been growing that we need to move away from a focus on input measures that serve as a proxy for candidates’ knowledge and skill (e.g. courses taken and GPA) to authentic evidence of their ability to perform. Performance assessments vary, but include real-time observation models and/or evidence from authentic artifacts of teaching, which might include teacher and student work samples, unit or lesson planning and implementation, case studies of students, video of actual teaching, analysis of student assessment results, and reflection on the teaching.”

“Our Responsibility, Our Promise: Transforming Educator Preparation and Entry Into the Profession,”
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Performance Assessment

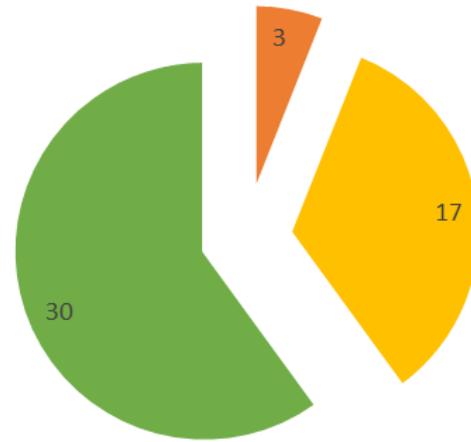


AUGUST 3, 2017

Objective

SBEC members will understand the rationale behind including a performance assessment in future teacher certification tests, and share their opinions.

States Using Performance Assessments



States that have adopted include IL, MO, NC, TN amongst others

Performance assessments include edTPA, PPAT, Educopia, etc.

- A performance assessment is being considered at the state level for program completion or as a licensure requirement.
- These states have some statewide policies in place requiring state-approved performance assessment as part of program completion or as a licensure requirement.
- These states are not currently using performance assessments at the state level

Multiple Choice and Performance Assessments

Based on the multiple choice questions and performance assessments provided:

- What is the benefit of using multiple choice questions? How does it impact the preparedness of the teacher?
- What is the benefit of using performance assessments? How does it impact the preparedness of the teacher?

Multiple Choice and Performance Assessment

- Multiple Choice
 - Efficient in scoring turn-around
 - Lower cost per assessment
 - Accurately assess lower-level questions
 - Reduced barrier to enter teaching profession
- Performance Assessment
 - Thorough scoring based on rubrics often with feedback to candidate
 - Can account for diverse contexts
 - Often asks for evidence of applied skill or knowledge
 - Reduced barrier to stay in teaching profession

Three-pronged approach

Narrower PPR grade bands

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Performance-Based Assessment

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Multi-Tiered Licensure

- Recognizes continuous development and growth

Which Teacher Would You Choose?



- 33 years old
- 12 years of experience
- Holds current 4-8 standard certification



- 24 years old
- 2 years of experience
- Holds current 4-8 standard certification

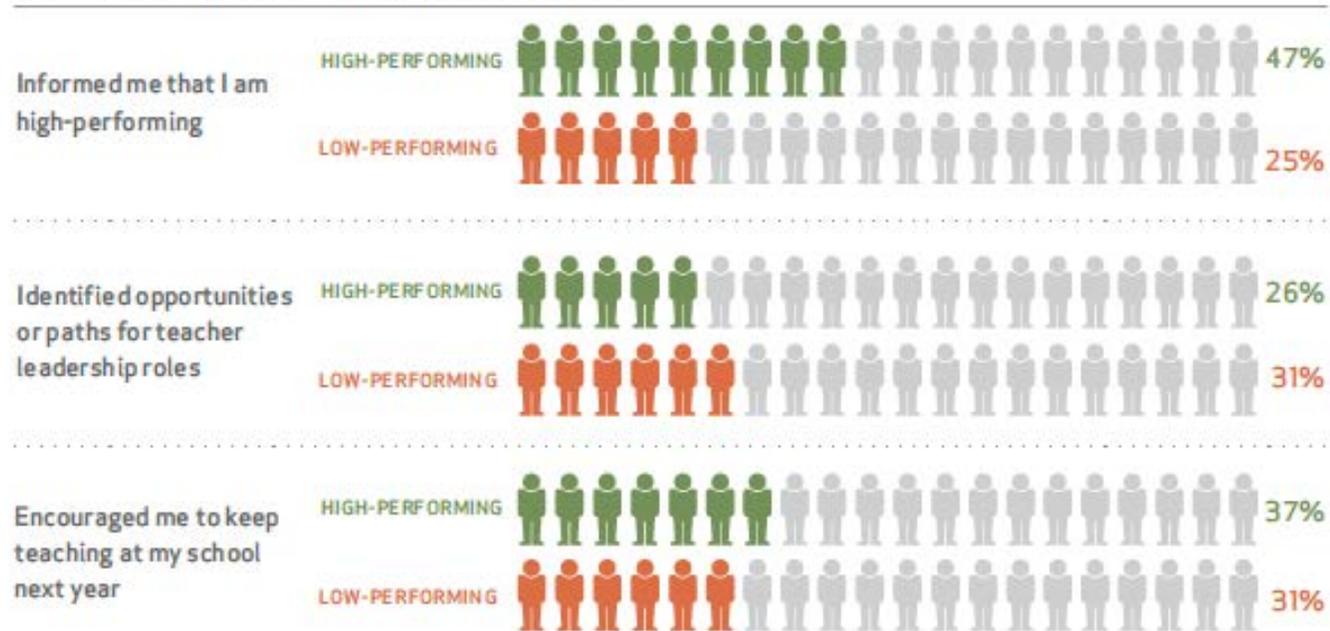


- 45 years old
- 22 years of experience
- Holds current 4-8 standard certification

The Irreplaceables

FIGURE 5 | TEACHERS REPORTING RECOGNITION AT SCHOOL

"Last year, someone from my school leadership team..."



Other professions?

- How do other professions distinguish competence or quality?
- How do these motivate retention in the profession?
- How do these motivate professional growth in the profession?

Why Do Teachers Leave?

Teachers tend to leave in their first years of teaching due to:

- Working conditions – support, collaboration, resources, student behavior
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1st Step in Tiered Licensure:

Demonstration of Knowledge *Prior to Receiving Standard Certificate*

In 2016, the SBEC created a tiered licensure model to differentiate teacher candidates currently enrolled in an educator preparation program serving as teacher of record.

Old	New (beginning 9/1)
Probationary	Intern – passed content only
	Probationary – passed content and PPR
Standard	Standard
Master	Master

Standard Certificate: One-Tiered Approach



Objective

SBEC members will understand the concept of tiered licensure and possible tiered licensure pathways and share their opinions on the future directions.

What tiered licensure often looks like – Traditional Teacher Preparation

To earn a basic license

- Complete a prep program
- Pass some exams
- Complete state specific courses
- After teaching and completing other requirements, get a professional license

What tiered licensure often looks like – Alternative Teacher Preparation

To earn a temporary license:

- Enroll in a program
- Complete some requirements in the summer and pass exams
- While teaching, complete requirements of the program

To earn a basic license:

- Complete the remaining requirements for traditional candidates
- After teaching and completing other requirements, get a professional license

What tiered licensure often looks like – General Requirements

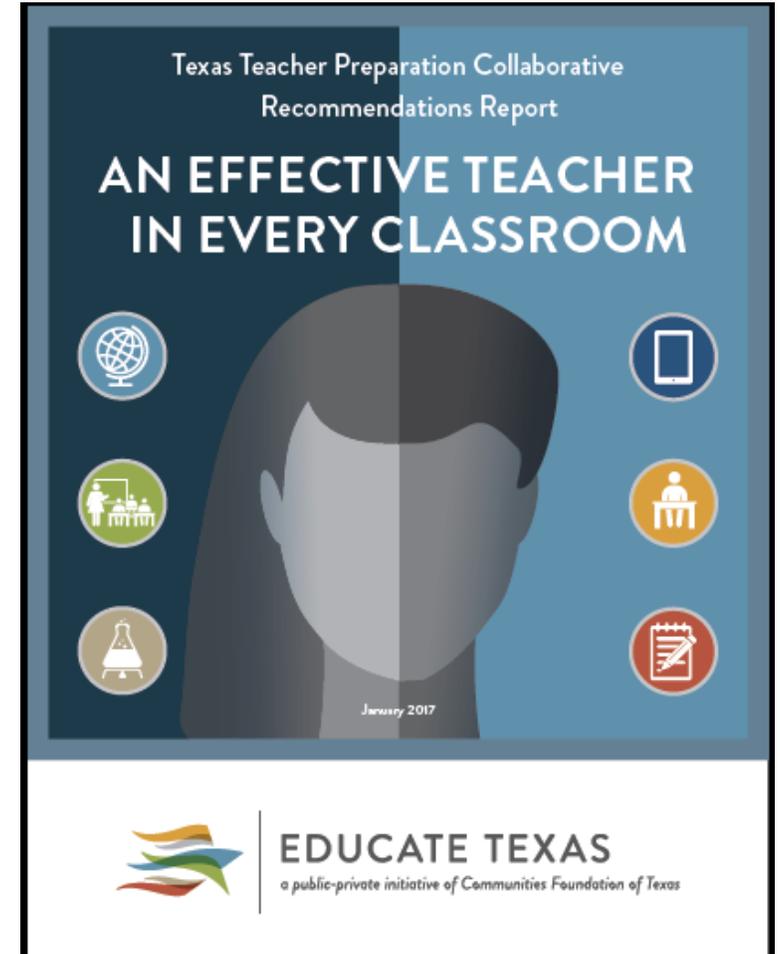
To move from one level to the next

- Work closely with a mentor teacher while full-time teacher of record
- After successfully teaching for several years, may apply for next certification level
- Educator's evaluation scores, mentor teacher recommendations, or completion of any additional tests or professional development may be required for the next certification level
- After teaching and completing other requirements, get a professional license

Teacher Preparation Collaborative

The Texas Teacher Preparation Collaborative called for a competency-based, tiered licensure system that differentiates performance and strengthens teaching as a profession

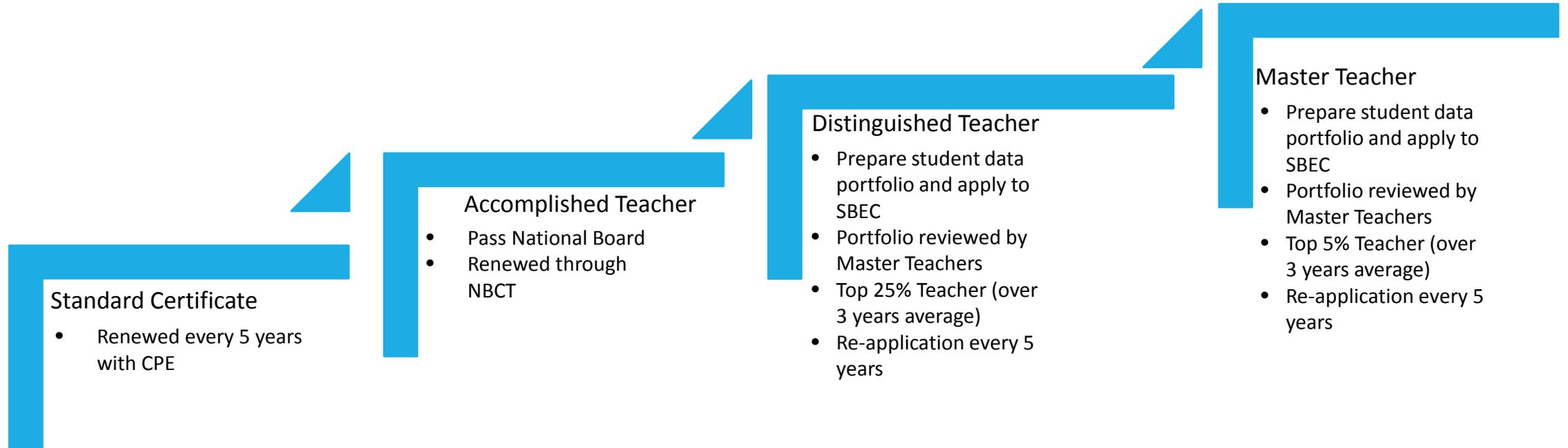
“Teachers need a pathway for career advancement that involves growth in professional skills and expertise, improves outcomes for students, and opens the door to greater responsibilities and opportunities.”



Texas Teacher Preparation Collaborative Recommended Licensure Model



Current Legislative Proposal



National Board Certified Teachers (NBCT)



Texas has more teachers than any other state in the country, yet ranks 25th in the number of National Board Certified teachers

State	Total Number of Teachers	Number of NBCT
Texas	350,000	849
California	285,500	6,345
New York	241,000	1,750
Florida	180,000	13,566
Pennsylvania	148,000	1,219

Options for Multi-Tiered Licensure

Considerations to differentiate development and performance for teachers to move from one level to the next:

Student Achievement	Professional Development	Teacher Performance
<ul style="list-style-type: none">• Demonstrated student growth	<ul style="list-style-type: none">• Focused professional development	<ul style="list-style-type: none">• Mentor and supervisor recommendation• National Board Certified Teachers (NBCT)• Evaluation scores: T-TESS or equivalent• Additional tests or performance assessment