



Texas Coalition for Educator Preparation

## **The State of Educator Preparation**

Lunch & Learn | Texas Capitol | September 14, 2022





*The Texas Coalition for Educator Preparation seeks to advance and raise the profile of the education profession by supporting the continuous improvement of educator recruitment, preparation, and certification practices as well as promoting ongoing professional growth and support.*

*TCEP is currently inviting organizations to join, those who have joined include:*



**ATPE**



Texas AFT  
A Union of Professionals



Associate and Assistant  
Deans and Directors of Texas





Since TCEP is still formalizing its membership, only certain members were involved in the development of this presentation. **It is important to note that not all of the groups on the previous slide signed off on this presentation.** The individuals who developed this presentation represent the following groups:



Associate and Assistant  
Deans and Directors of Texas



# Presenters

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# **Part I: Understanding the Texas Educator Preparation Landscape**



# Why Teacher Certification Matters

Among other characteristics, a profession is also defined as possessing a distinct body of knowledge and having control of the education and licensing of its members (Pratte & Rury, 1991; Burbules & Densmore, 1991).

For example, the Federal Fair Labor Standards Act provides that certain “learned professionals” are exempt from overtime, including in this definition the professions of law, medicine, theology, accounting, actuarial computation, engineering, architecture, and teaching.

To qualify for the learned professional exemption, an employee's primary duty must be the performance of work requiring advanced knowledge in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction.

Such work is predominantly intellectual, requires specialized education, and involves the exercise of discretion and judgment. Professionally exempt workers must have education beyond high school, and usually beyond college, in fields that are distinguished from (more "academic" than) the mechanical arts or skilled trades. 29 CFR § 541.301 <https://www.law.cornell.edu/cfr/text/29/541.301>

We believe in certified professionals as teachers just like we believe in licenses for medical professionals.

Further, the Texas State Board for Educator Certification, which oversees the educator profession, includes in its core principles that:

- Well-prepared educators are essential;
- High certification standards are essential for ensuring consistency and effectiveness among educator preparation programs;
- Certification programs should be held to the same accountability standards; and
- Certified educators hold a unique position of trust with students; therefore, educators must be held to the highest standards of ethical conduct.

<https://tea.texas.gov/about-tea/leadership/state-board-for-educator-certification/sbec-principles>



## Government Boards, Agencies, and Individuals involved with Public Education Policy

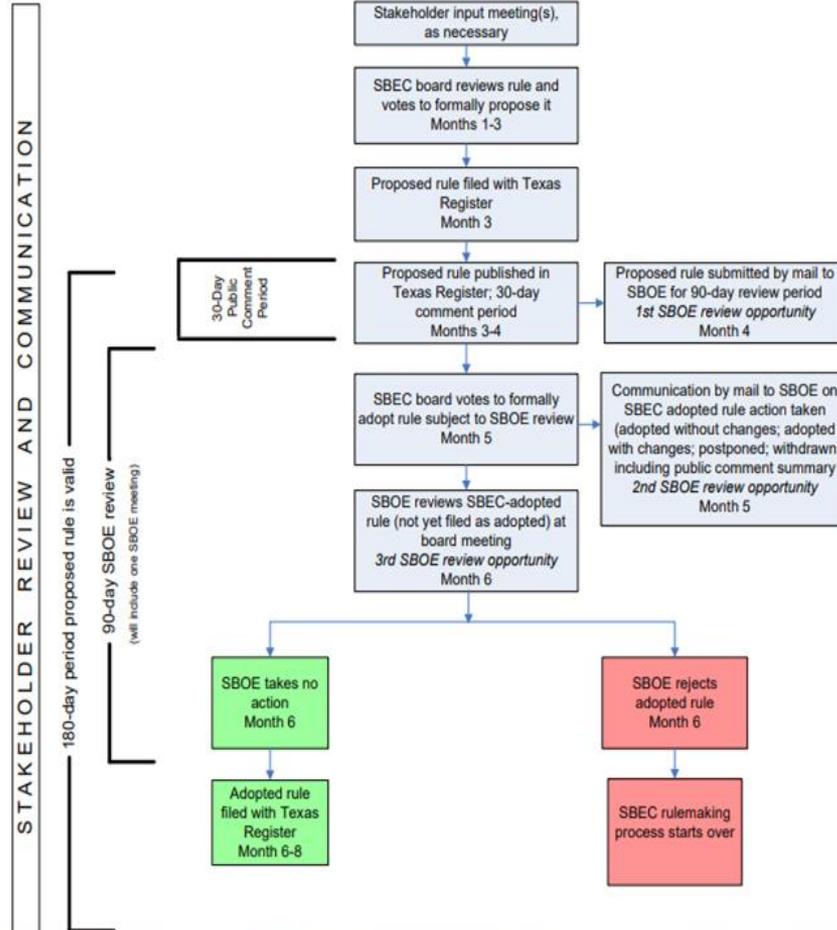
- The **State Board for Educator Certification (SBEC)** is appointed by the Governor and has rulemaking authority for educator preparation, testing, certification, and professional conduct. SBEC rules must be reviewed by the State Board of Education.
- The elected **State Board of Education (SBOE)** has rulemaking authority over many K-12 issues and in reviewing SBEC rules, may reject but not modify the rules before they can be finally adopted.



## Government Boards, Agencies, and Individuals involved with Public Education Policy

- The **Texas Higher Education Coordinating Board (THECB)** has rulemaking authority for public and private two- and four-year institutions of higher education.
- The **Texas Education Agency (TEA)** makes recommendations to the SBEC and SBOE and administers SBEC and SBOE rules.
- The **Commissioner of Education (COE)** employs TEA staff and has rulemaking authority on most K-12 issues, teacher and principal evaluation standards, and cut scores for educator certification examinations.
- The **Governor** appoints all voting members of the SBEC, two non-voting members of the SBEC, the voting members of the THECB, the non-voting member of the THECB, and the COE. The Governor has veto authority over the laws and the budget.
- The **Texas Legislature** creates laws that govern K-12 and Higher Education.

## State Board for Educator Certification Rulemaking Process





# Teacher Preparation Terminology

**Accountability System for Educator Preparation Programs (ASEP)** - Annual accreditation process that is based on certification exam pass rates, principal and teacher surveys of how well program prepared teacher, student achievement (not in effect yet), and the quality and quantity of field supervision.

**Five-Year Continuing Approval Review** - TEA review of program compliance with Texas Education Code and SBEC rules.

**Field Based Experiences** - Introductory experiences for a classroom teacher certification candidates that involves, at the minimum, reflective observation of students, teachers, and faculty/staff members engaging in educational activities in a school setting.

**Clinical Teaching** - A student teacher assignment at an accredited Texas public school. Supervision is provided daily by a cooperating teacher and a field supervisor who visits the classroom three times during the placement.

**Internship** - A paid classroom teacher assignment for one full school year at an accredited Texas public school. Interns are assigned a mentor teacher and supervision is provided by a field supervisor who conducts five observations for those on an intern certificate or three observations for those on a probationary certificate.





# Teacher Preparation Terminology

**Teacher of Record** - A person employed by a school district who teaches the majority of the instructional day in an academic instructional setting and is responsible for evaluating student achievement and assigning grades.

**Content-Pedagogy Exam** - Certification exam that can be multiple choice, constructed response, or a combination of testing methods that measures if a teacher candidate understands how to teach a subject.

**Pedagogy and Professional Responsibilities (PPR) Exam** - Multiple choice certification exam that measures if a teacher candidate understands the knowledge and skills required to be a beginning teacher.

**edTPA Exam** - A performance-based certification exam that measures a teacher candidate's ability to plan a lesson, instruct and engage students in learning, and assess student learning.



# Teacher Preparation Terminology

## **Further clarification on key terms related to the discussion of edTPA:**

**Assessment** - A formative tool used within the curriculum and training of a teacher that facilitates feedback and supports their growth and development.

**Examination** - A standardized test or assessment required by statute or State Board for Educator Certification rule that governs an individual's admission to an educator preparation program, certification as an educator, continuation as an educator, or advancement as an educator (19 TAC 230.1(13)). \*summative

**Teacher Performance Assessment** - Not defined in rule, but generally understood as an authentic assessment of demonstrated knowledge (e.g., teaching a lesson).





# Main Types of Educator Certificates

**All require Bachelor's degree from an accredited institution of higher education.**

## **Intern Certificate (valid for 12 months)**

- Acceptance in an approved EPP
- Successful completion of content area certification exam(s)
- Serving in an acceptable, paid internship (one full school year) in an assignment corresponding to certificate area being sought under the supervision of the EPP
- Unless qualified as a late hire, candidate must complete 150 clock hours of coursework/training and at least 30 clock hours of field based experience prior to internship or clinical teaching

## **Probationary Certificate (valid for 12 months with additional 1 year renewal)**

- Acceptance in an approved EPP
- Successful completion of PPR and content area certification exam(s)
- Serving in an acceptable, paid internship (one full school year) in an assignment corresponding to certificate area being sought under the supervision of the EPP
- Unless qualified as a late hire, candidate must complete 150 clock hours of coursework/training and at least 30 clock hours of field based experience prior to internship or clinical teaching

## **Initial Standard Certificate**

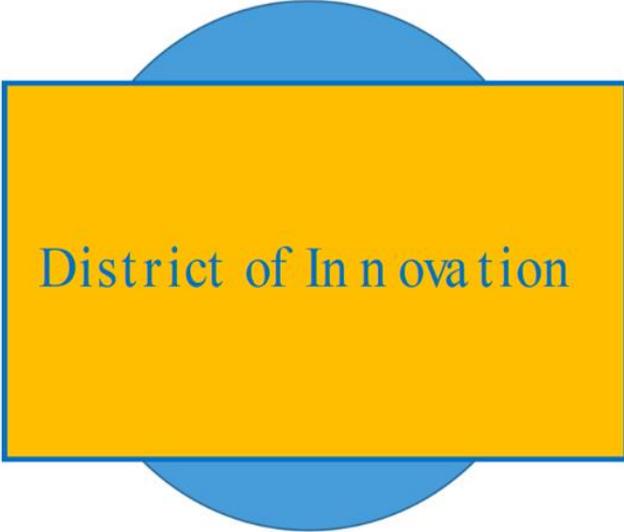
- Completion of and recommendation by an approved educator preparation program (EPP)
- Successful completion of PPR and content area certification exam(s)
- Completion of required coursework (min. 300 clock hrs), field-based experience (30/15 clock hrs) and clinical experience (70 full days)



# Districts have access to a range of hiring and placement flexibility to meet immediate needs

## 7 Ways to Qualify an Uncertified Teacher

- Alternative certification program (ACP)
- District of Innovation
- Temporary Classroom Assignment Permit (TCAP)
- Nonrenewable permit
- Texas Education Agency (TEA) waiver
- School district permit
- Emergency certification



District of Innovation



# Certification Assignment Flexibility ([tea.texas.gov](http://tea.texas.gov))

Flexibility Option	Possible Uses
<b>Temporary Classroom Assignment Permit (TCAP)</b>	<ul style="list-style-type: none"><li>★ Teacher certified at the <b>secondary</b> level and teaching a secondary assignment not covered by their certification</li><li>★ Can teach a maximum of four class periods outside certification area. If teaching more than four, can request a hardship TCAP.</li><li>★ Documentation maintained in school district personnel records</li><li>★ Valid for one school year only and not renewable</li><li>★ No fee required</li></ul>
<b>Emergency Permit</b>	<ul style="list-style-type: none"><li>★ Individual admitted into an educator preparation program, but has not passed required exams for certification</li><li>★ Certified teacher that has not added new content area to his record via additional certification by examination</li><li>★ Valid for one school year only and not renewable (<i>exceptions JROTC, Teachers of Students with Visual Impairments</i>)</li><li>★ \$57 fee</li></ul>



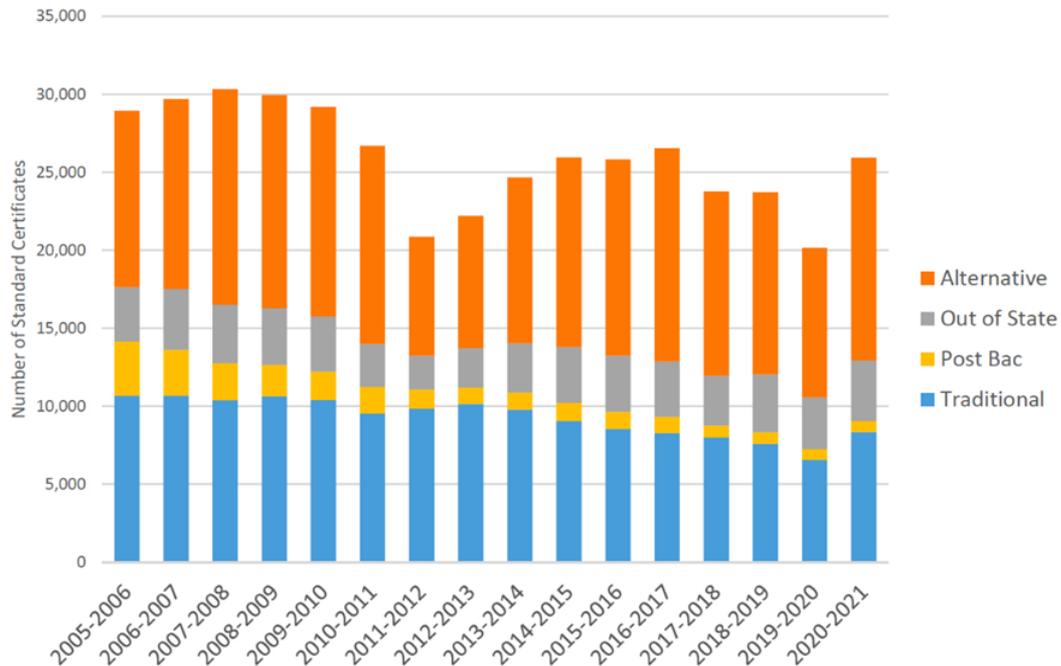
Flexibility Option	Possible Uses
<p><b>Teacher Certification Waiver</b></p>	<ul style="list-style-type: none"> <li>★ Certified teacher, has not completed additional certification by examination, and does not meet TCAP, emergency permit, or school district teaching permit requirements</li> <li>★ Individual approved by board of trustees <u>and</u> commissioner of education to teach in an area he or she is not certified</li> <li>★ Individual not certified, but qualifications to teach are vetted and approved by board of trustees <u>and</u> commissioner of education (<i>COE has 30 days to review</i>)</li> <li>★ Candidate enrolled in an educator preparation program that has been issued an SBEC certificate (e.g., Intern or Probationary) that the district needs to teach in an area outside those approved by the EPP</li> <li>★ Not applicable for special education, bilingual, and ESL assignments</li> <li>★ Valid a maximum of three years (approval requested by school year)</li> <li>★ No fee required</li> </ul>

Flexibility Option	Possible Uses
<p><b>School District Teaching Permit</b></p>	<ul style="list-style-type: none"> <li>★ Individual has bachelor's degree, not certified</li> <li>★ Degree requirement not applicable to individuals teaching noncore academic career and technical education courses, but must be approved by district board of trustees</li> <li>★ Individuals teaching courses for foundation credits must be approved by district board of trustees <u>and</u> commissioner of education (<i>COE has 30 days to review</i>)</li> <li>★ Not applicable for special education, bilingual, and ESL assignments</li> <li>★ School district teaching permits are specific to an individual and valid only in the district that originated the request</li> <li>★ <b>Valid for life, unless revoked for cause by the district. Not intended for short-term flexibility.</b></li> <li>★ Cannot be issued to certified teachers</li> <li>★ No fee required</li> </ul>



Flexibility Option	Possible Uses
<b>District of Innovation Plan</b>	<ul style="list-style-type: none"><li>★ District may self-serve if flexible wording already exists within current plan (e.g., exemption from certification requirements (TEC, §21.003) for hard- to-fill assignments; to allow certified educators to teach one or two courses outside original area of certification; to use locally developed plan for vetting an individual’s qualifications for placement into an assignment.</li><li>★ District can complete process to revise their plan and establish increased flexibility to meet their future needs</li></ul>

- Over 120 providers
  - Undergraduate
  - Post-Bac (MA)
  - Alternative Certification at IHEs, non-profit, for profit
- Alt Cert programs account for growing share of new teachers annually (~50%)





# Texas Teacher Preparation Routes

## University Undergraduate

30 hrs of field experiences	70 days of clinical teaching	300 hrs of coursework	Content Pedagogy Exam(s)	PPR or edTPA exam	Bachelor's Degree	Standard Certificate	Day 1: Teacher of Record
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## Alternative Intern

Bachelor's Degree	30 hrs of field experiences	150 hrs of coursework	Content Pedagogy Exam(s)	Intern Certificate	Day 1: Teacher of Record	180 days of internship	150 hrs of coursework	PPR or edTPA exam	Standard Certificate
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## Alternative Late Hire

Bachelor's Degree	Content Pedagogy Exam(s)	Intern Certificate	Day 1: Teacher of Record	30 hrs of field experiences and 150 hrs of coursework <i>within first 90 teaching days</i>	180 days of internship	150 hrs of coursework	PPR or edTPA exam	Standard Certificate
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### Notes:

- ★ The Post-Baccalaureate route (referenced on previous slide) can either include clinical teaching or an internship and leads to a masters degree.
- ★ The Alternative Intern route can be extended by one or two years under a probationary certificate if the the candidate passes the PPR/edTPA.
- ★ Long-term substitute teaching and/or videos can replace up to 15 hours of field experiences.
- ★ Despite the SBOE veto to implement edTPA, it is still an option that some EPPs may use in place of the PPR.



# Benefits of Current System

- Texas responded to a real need for multiple pathways into the profession, especially for career-change educators.
- Specialized certificates ensure specialized knowledge.
- Multiple required certification exams intended to ensure readiness to teach on Day 1.



# Challenges of Current System

- Costliness to candidates of multiple exams. \*
- PPR exam could be improved upon, eg. not grade-banded and hasn't been updated in many years.
- University undergraduate route is disincentivized because the alternative route is often cheaper, faster, and easier for an educator candidate.
- Districts have many options to hire uncertified teachers.
- Allows for large numbers of insufficiently trained and insufficiently supported teachers of record, which has a negative impact on teacher attrition and student outcomes, especially for students of color and students who are economically disadvantaged. \*



# Certification Exam Costs \*

Example: Early Childhood - 6th Grade Cert.	Cost (excl. retakes)	Total w PPR	Total w edTPA
EC-6 Core Subjects	\$116		
Science of Teaching Reading	\$136		
PPR or edTPA	\$116 or \$311	\$368	\$563
ESL Supplemental	\$116	\$484	\$679
Special Education Supplemental	\$116	\$600	\$795
Bilingual Supplemental	\$116	\$716	\$911
Bilingual Target Language Test	\$116	\$832	\$1,027
Gifted and Talented Supplemental	\$116	\$948	\$1,143



## Current Requirements for Intern Certificate

Meet requirements for internship:

- 30 hours of field experience
- Pass Content exam(s)

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A  
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1**

Internship Year (Teacher of Record)

- 5 required observations
- Work on curriculum requirements
- Complete 180 days of teaching

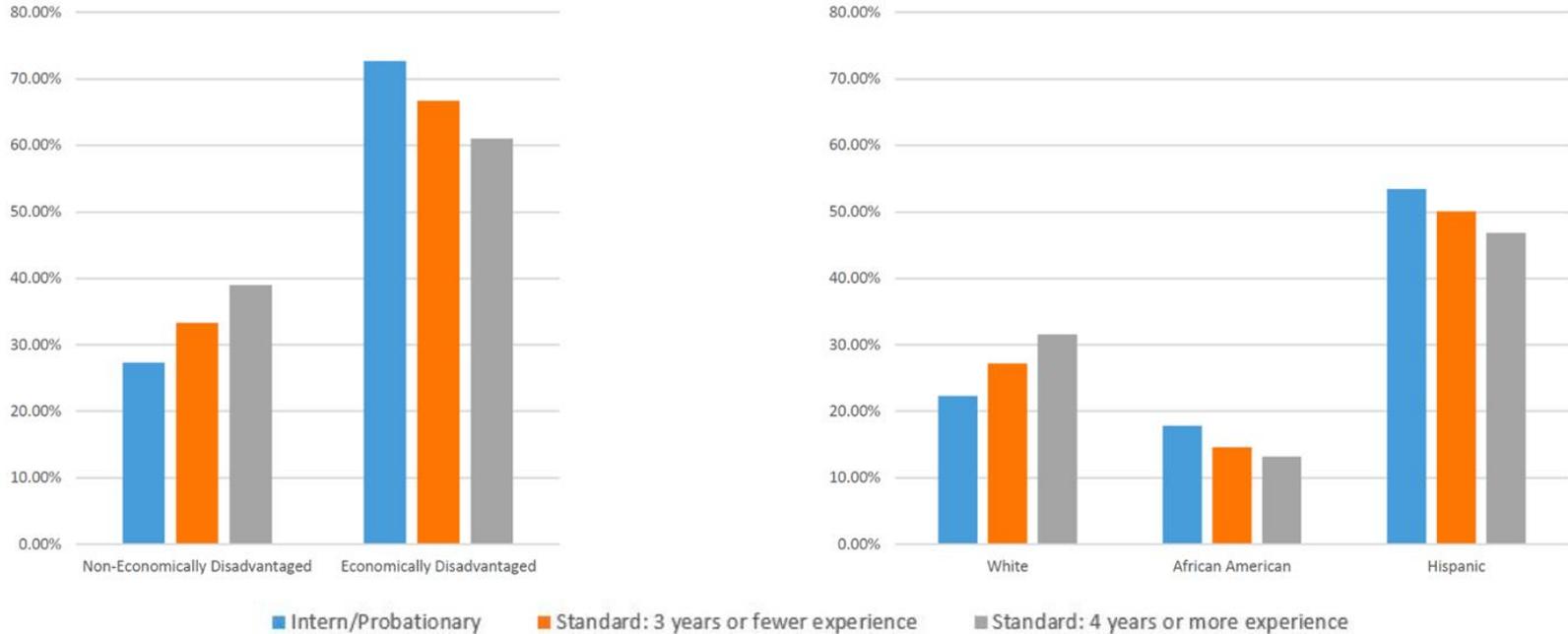
Complete Certification Requirements needed for Probationary or Standard Certificate (if not already completed)

Pass PPR to be eligible for Standard or Probationary Certificate

In 2019-2020, there were almost 10,000 new teachers on Intern certificates (40% of all new teachers that year). They were teachers of record for approximately 200,000 students. There is no statutory requirement that these teachers demonstrate competence in planning, instruction, and assessment prior to Day 1 or at any point during their first year of teaching.

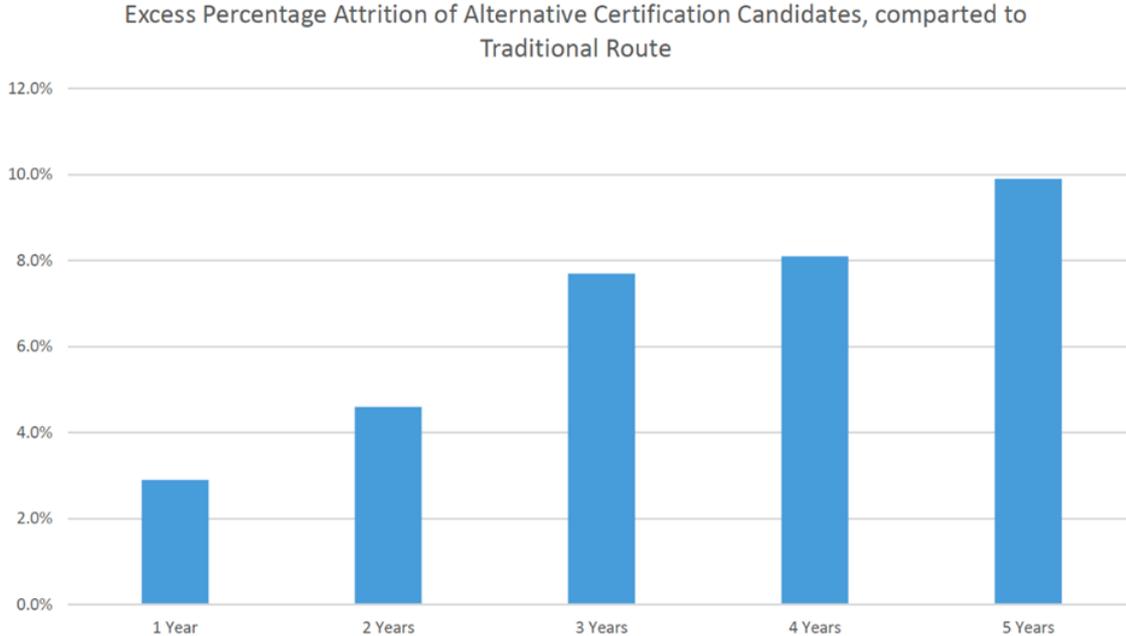
# Novice teachers are more likely to teach low-income students and students of color

Median Campus Demographics by Teacher Certificate Type and Experience





## Teachers prepared through alternative certification programs leave the workforce at a higher rate



If teachers prepared in alternative certification programs were retained at the same rate as teachers prepared in traditional programs, over 3,700 fewer new teachers would have been needed last year.



# **Part II: Analysing Educator Certification Options**



# Recent Efforts to Make Some Adjustments

**SBEC directs TEA to review current educator certificate structure.**

“Is there data indicating the current structure is a problem?” - Stakeholder Committee Summarized Feedback

**Sept. 2017**

**TEA announces during an SBEC work session that it has awarded Pearson with contract to launch edTPA Performance Assessment as the new certification exam.**

**SBEC proposed formal rules to implement 2-yr pilot, board also calls for a parallel pilot to explore the use of T-TESS as a performance assessment.**

**Oct. 2018**

**July 2019**

**March 2017**

**August 2018**

**April 2019**

**TEA publishes and RFP seeking bids for new testing vendor.**

**TEA staff presents rollout plan for edTPA.**

**Final approval given authorizing a 2-yr edTPA pilot.**

“The proposal shall reflect the revised PPR standards, the Code of Ethics and Standard Practices for Educators, and other relevant standards and/or rules for a beginning teacher” - RFP No: 701-19-001

“Do not put the cart before the horse”  
- Dr. Susan Hull, SBEC Member

“The will of the majority of the board was to explore edTPA for pilot purposes only..where in the rule text is it memorialized that this is for pilot purposes only?” - SBEC Member Tommy Coleman



# Recent Efforts to Make Some Adjustments

**Despite widely shared concerns by education stakeholders, the board gives preliminary approval to replace the PPR with the edTPA.**

“Develop an alternative...and find ways to devote a budget [to an alternative] since budget has been given thus far only to the edTPA route”  
- SBEC Chair Dr. John Kelly

**SBOE rejects SBEC rule change.**

“There appeared to be not enough communication and interaction on devising this teacher preparation program with stakeholders. Large majority of the feedback was opposed to adopting this.”  
- SBOE Committee on School Initiatives Chair Matt Robinson

“I feel there are some stones that have been left unturned”  
- SBOE Chair Keven Ellis



While edTPA exam remains an option for candidates in EPPs piloting the exam, it is unclear whether a formal “pilot,” with data analysis, is still occurring.

# Overarching Concerns with edTPA exam

The current PPR is imperfect, but the edTPA presents serious concerns as a certification exam.

- Aligned with Texas Educator Standards, but does not address Texas Educator Code of Ethics.
- Nationalized assessment developed for Common Core, which is outlawed in Texas.
- Not directly aligned to the Texas Essential Knowledge and Skills (TEKS).
- Has not been proven in a reliability review (more later).
- Costs more for the educator candidate (\$195 per attempt).

# Overarching Concerns with edTPA exam

There are additional concerns with using a performance assessment like edTPA as a high-stakes certification exam.

- Negatively impacts otherwise beneficial learning opportunities during student teaching (31% of new teachers) and mentor supports (69% of new teachers).
- Does not improve Day-1 readiness for most teachers.
- Pilot did not include all curriculum areas and participant survey responses conducted by the TEA showed highly mixed results.
- Forces change of high quality EPPs who are using performance assessment as intended to prepare educators.

# Where to Place the Lever

Concern is with edTPA *as a high-stakes exam*, not with performance assessment in general.

<b>19 TAC 228 - Curriculum and Training</b>	<b>19 TAC 230 - Certification Exams</b>
Placing performance assessment within curriculum and training best utilizes it as a formative tool, allowing EPP faculty and staff to use their observations to guide the candidate's growth.	Placing a performance-based exam at the END of the preparation experience inhibits the candidate's ability to gain useful feedback. Why make someone pay hundreds of dollars without the benefit of feedback?

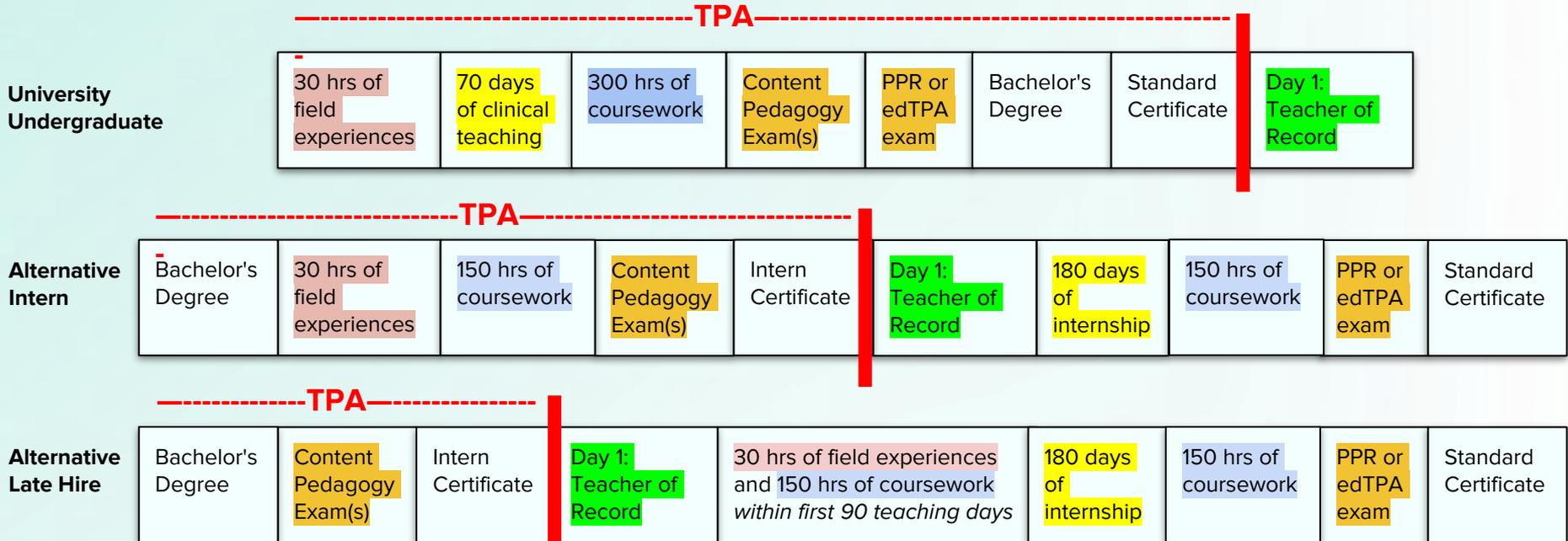
# ★ Where to Place the Lever

Furthermore, the edTPA exam or another performance-based exam wouldn't improve the day-one readiness of most candidates, as the bulk of candidates (who are in alt. certs) would complete it after already obtaining employment as a teacher of record.

<b>University Undergraduate</b>	30 hrs of field experiences	70 days of clinical teaching	300 hrs of coursework	Content Pedagogy Exam(s)	PPR or edTPA exam	Bachelor's Degree	Standard Certificate	Day 1: Teacher of Record		
<b>Alternative Intern</b>	Bachelor's Degree	30 hrs of field experiences	150 hrs of coursework	Content Pedagogy Exam(s)	Intern Certificate	Day 1: Teacher of Record	180 days of internship	150 hrs of coursework	PPR or edTPA exam	Standard Certificate
<b>Alternative Late Hire</b>	Bachelor's Degree	Content Pedagogy Exam(s)	Intern Certificate	Day 1: Teacher of Record	30 hrs of field experiences and 150 hrs of coursework <i>within first 90 teaching days</i>	180 days of internship	150 hrs of coursework	PPR or edTPA exam	Standard Certificate	

# ★ Where to Place the Lever

Placing a teacher performance assessment (TPA) within the EPP's curriculum and training helps to standardize what the demonstration of mastery of teacher standards looks like BEFORE a candidate enters a classroom as teacher of record, but would also require revision of late hire provisions.



# Mixed Results from Pilot



The edTPA portfolio completely ruined my student teaching experience. I spent so much time focusing on properly completing the commentaries that I had very little time to focus on any other aspect of clinical teaching.”

**“The edTPA is a fair assessment of my teaching practices”**

**Year 1:** more than 50% either disagreed or strongly disagreed and only 30% either somewhat or strongly agreed with this statement

**Year 2:** 44% disagreeing and 36% agreeing.  
(refer to handout)



# Concerns about the reliability and validity of edTPA

- Assessment providers are obligated to report statistics describing the reliability of the assessment...**edTPA has never reported the reliability of its assessment.**
- **edTPA reports inappropriate and invented statistics** that are intended to give users and potential users the impression that the assessment is highly reliable and precise. Misleading users is a clear violation of professional standards.
- ...some people, who would have passed had another rater reviewed the portfolio, will fail the assessment. Our analyses make clear that these decision errors are most likely to affect African American candidates as well as candidates in particular teaching fields. Unwarranted **decisions that deny individuals access to a career in teaching can further exacerbate existing shortages in some teaching fields.**
- For all of these reasons, **we recommended a moratorium on using edTPA for any high-stakes decisions** pending a technical review... Such technical review should be a regular part of a high-stakes assessment like edTPA.
- Therefore, we believe that it is **unacceptable to use an assessment that has not established that it is technically sound** for determining whether an individual is qualified to enter into the teaching profession.



## States that Have Eliminated edTPA as a Licensure Requirement

State	Consequential Implementation Date	Removal of edTPA as Licensure Requirement
Georgia	2015	June 11, 2020
Delaware	2014	June 30, 2021
Washington	2013	May 5, 2021
Wisconsin	2016-2017	July 1, 2020
New York	May 2014	April 27, 2022
New Jersey	September 2019	Waiting on Governor's signature



# States that Have Eliminated edTPA as a Licensure Requirement

## Georgia



Now more than ever, we should be removing barriers that make it harder for qualified individuals to join the teaching profession. The COVID-19 crisis has made clearer what many of us already knew: **measuring a teacher's preparation and skill is more complicated than a high-stakes assessment tool can capture.**

The edTPA assessment served a purpose, but it has become clear over time **that it caused unintended barriers and burdens for teachers entering the profession.** Its removal as a requirement for teacher certification will help us strengthen the pipeline of passionate, qualified K-12 teachers. (Emphasis added) ”

State School Superintendent Richard Woods

## New York



The proposed changes would **eliminate the requirement for teacher candidates to pass the edTPA and replace it with a teacher performance assessment during a candidate's student teaching or similar clinical experience** in a New York State-registered teacher preparation program. (Emphasis added) ”

Board of Regents Chancellor Lester W. Young, Jr.



**By eliminating the edTPA requirement, we are allowing our teacher candidates to focus on developing the critically important skills necessary to successfully deliver classroom instruction.** To grow and sustain a diverse and qualified teacher workforce, we must ensure we are bringing as many candidates as possible into the profession. (Emphasis added) ”

Commissioner Betty A. Rosa





## States that have eliminated edTPA as a Licensure Requirement

### Statement from State School Superintendent Richard Woods on GaPSC's proposal to eliminate edTPA as a Georgia Certification Requirement May 4, 2020:

Consequential Implementation Date	Removal of edTPA as Licensure Requirement
2015	June 11, 2020

Now more than ever, we should be removing barriers that make it harder for qualified individuals to join the teaching profession. The COVID-19 crisis has made clearer what many of us already knew: **measuring a teacher's preparation and skill is more complicated than a high-stakes assessment tool can capture.**

The edTPA assessment served a purpose, but it has become clear over time **that it caused unintended barriers and burdens for teachers entering the profession.** Its removal as a requirement for teacher certification will help us strengthen the pipeline of passionate, qualified K-12 teachers. (Emphasis added)



# States that have eliminated edTPA as a Licensure Requirement

## Wisconsin

Consequential Implementation Date	Removal of edTPA as Licensure Requirement
2016-2017	July 1, 2020

NOTE: Completing the edTPA will no longer be a state requirement as of July 1, 2020. Moreover, the Governor suspended the edTPA requirement during the public health emergency from March 21, 2020, through May 11, 2020.

Starting July 1, 2020, there are only two situations where teacher candidates will still need to take the edTPA:

- ★ They are applying for licensure using the License Based on Equivalency pathway (see <https://dpi.wi.gov/licensing/pathways-licensure/lbe-pathway>) (Alternative certification route)
- ★ **The candidate's approved preparation program requires the edTPA for program completion** (Emphasis added)

Retrieved 2/10/2022 from: <https://dpi.wi.gov/licensing/epp/edtpa#:~:text=When%20was%20it%20implemented%3F,during%20their%20student%20teaching%20placements.>



# States that have eliminated edTPA as a Licensure Requirement

Washington	
Consequential Implementation Date	Removal of edTPA as Licensure Requirement
2015	June 11, 2020

The Washington Legislature has approved state law, 2SHB 1028, eliminating the edTPA as a state requirement for teacher certification.

For the 2019-2020, 2020-2021, and 2021-2022 academic years, programs must recommend candidates for residency teacher certification who did not pass the edTPA, but did meet all other program completion requirements.

**Yes, a program may choose to continue using the edTPA as a formative assessment tool** so long as they include this information on all program descriptions. Programs choosing to use the edTPA would be able to set their own requirements for the assessment, such as timelines. (Emphasis added)

edTPA eliminated as a state requirement for teacher certification  
Washington Office of Superintendent of Public Instruction bulletin May 5, 2021



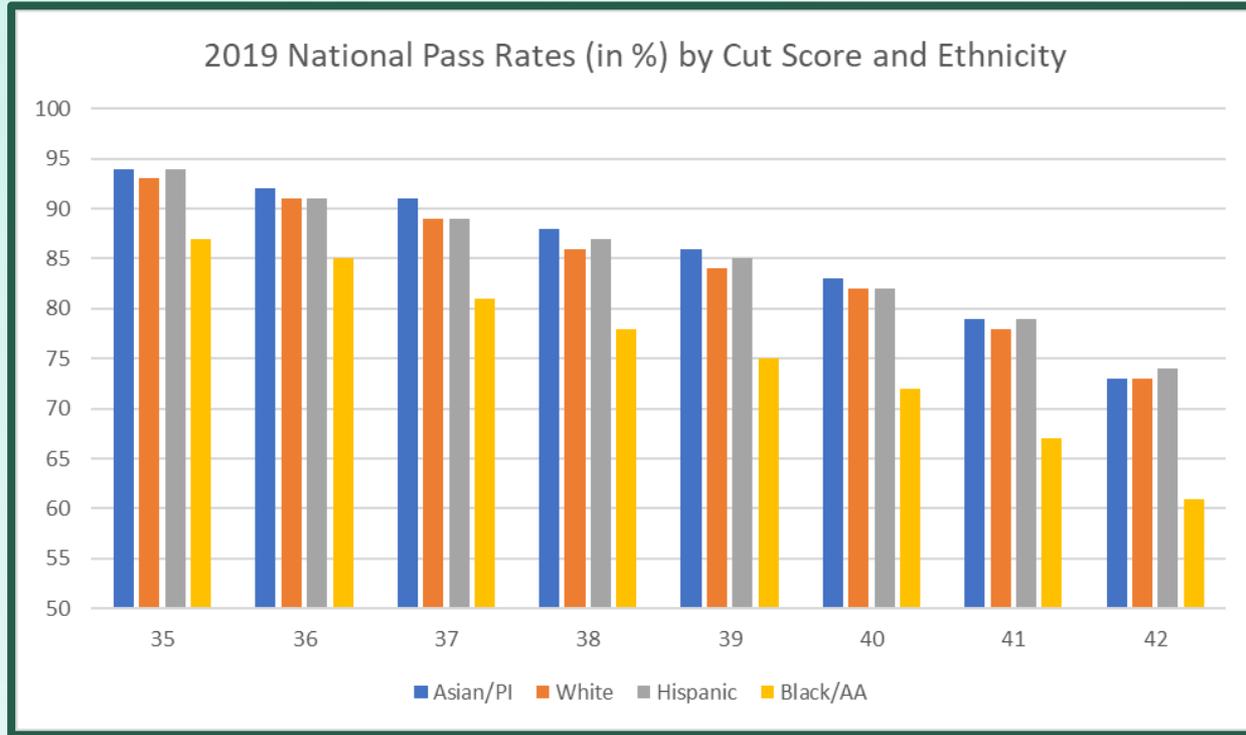
# States that have eliminated edTPA as a Licensure Requirement

New York	
Consequential Implementation Date	Removal of edTPA as Licensure Requirement
May 2014	May 5, 2021
<p>The proposed changes would <b>eliminate the requirement for teacher candidates to pass the edTPA and replace it with a teacher performance assessment during a candidate’s student teaching or similar clinical experience</b> in a New York State-registered teacher preparation program. (Emphasis added)</p> <p style="text-align: right;">Board of Regents Chancellor Lester W. Young, Jr.</p> <p><b>“By eliminating the edTPA requirement, we are allowing our teacher candidates to focus on developing the critically important skills necessary to successfully deliver classroom instruction.</b> To grow and sustain a diverse and qualified teacher workforce, we must ensure we are bringing as many candidates as possible into the profession.” (Emphasis added)</p> <p style="text-align: right;">Commissioner Betty A. Rosa</p> <p style="text-align: center;"><small>State Education Department Proposes Changes to Teacher Certification to Reduce Barriers to Certification While Maintaining Rigorous Standards New York State Board of Regents press release December 13, 2021</small></p>	





# 2019 National edTPA data



Data compiled from the 2019 edTPA Administrative Report (p. 21). This report was retrieved from <https://edtpa.org/resource/AdminReports> on 6/8/2022.

# SBOE Rejects edTPA

The SBOE unanimously rejected the SBEC rules that would have fully adopted edTPA. There were a variety of reasons for the veto:

- Failure of SBEC to meaningfully engage across all stakeholder groups.
- Insufficient evidence that edTPA would not present the same problems as the PPR if implemented.
- Adoption would have created a sole vendor for the assessment after the pilot.
- Inability of the assessment to adapt based on pilot feedback or future needs of the state.
- Potential impact to the teacher pipeline.



## **Part III: Looking Ahead**



# Post-edTPA Veto at SBOE

- Professional organization representatives convened at July SBEC Work Session to discuss role of performance assessment in educator preparation.
- TEA presented four options to guide discussion (Options A-D).
- Themes from panelists:
  - Thinking beyond performance assessment.
  - Need to clearly define the problems in educator preparation.
  - Consensus among panelists on wanting to work on an “Option E.”
- Panelists and coalition members (lots of overlap between these groups) have continued to meet to work on joint recommendations.
- Another SBEC work session scheduled for Sept. 29



## 87th Session Interim Charge

Joint interim charge for House Higher Education and Public Education Committees:

*Evaluate the impact of the pandemic on the state's teacher workforce and current practices to improve the recruitment, preparation, and retention of high-quality educators. Explore the impact of the educator preparation program regulatory environment. Make recommendations to improve educator recruitment, retention, and preparation throughout the state.*





# The Question

What are the problems in educator preparation and would implementing a performance assessment, whether as a training requirement or as a certification exam, fix these?

(Keeping in mind that there are no silver bullets.)





# Some Problems

- Inconsistency across EPP routes.
- Wild West regulatory environment has incentivized faster, cheaper, easier.
- EPP pathway sequencing - when you become a teacher of record vs. how much training you have (intern certificate).
- Loopholes and exceptions (late hire provision).
- Disconnect between policy makers and practitioners.

A screenshot of a dark-themed promotional banner with a diagonal grid pattern. The text is white and centered. At the top right, there is a small button that says "WANT MORE INFO?". At the bottom right, there is a chat icon and the text "Our chat advisors are cur...".

Pass Your Exam and Become Eligible for Hire!

We are excited to announce that July 1, 2022, marked the kickoff of Texas Teachers of Tomorrow's Late Hire season! As a late hire candidate, you are eligible to get hired by school districts and start making a difference during the 2022-2023 school year after only passing your TExES Content Exam(s) - making it the biggest hiring season of the year. Ready to inspire your classroom?

Our chat advisors are cur...



# Solutions

- Addressing inconsistency:
  - Examine EPP outcomes (e.g., teacher retention) to guide new policies targeting issue areas.
  - Examine and update SBEC authority to hold EPPs accountable and increasing training requirements, such as through performance assessments.
  - Examine and thoughtfully revise late hire provisions to increase candidate support and district/EPP coordination.
  - Require a locally-determined curriculum-based performance assessment and update PPR and/or cut score.
- Incentivizing and codifying quality:
  - Incentivize aspiring teachers to complete a high-quality EPP.
  - Minimize financial burdens for those completing educator preparation.
  - Codify a minimum of 30 hours of field experience.
- Supporting candidates for success and retention:
  - Ensure that those completing an internship are adequately supported as *learners*.
  - Require an expected level of support from both EPP and school district.
  - Fund mentor allotment to support mentors of candidates.
- Increase communication across stakeholder groups and effectiveness of policy decisions through shared decision making or negotiated rulemaking.



# Remember Context of Teacher Shortage

Every change we make must be sensitive to the teacher shortage.

Therefore, these must:

- Help current teachers teach.
- Support aspiring teachers' needs.



# References and Resources

Gitomer, D. H., Martínez, J. F., Battey, D., & Hyland, N. E. (2019). Assessing the assessment: Evidence of reliability and validity in the edTPA. *American Educational Research Journal*.

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<https://teachthevote.atpe.org/Our-Blog/Latest-Posts/Cart-before-the-horse-edTPA-in-Texas>

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# Thank you!

**Please contact us for further information.**

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