



State Board for Educator Certification

WORK SESSION
AUGUST 2, 2018

Agenda for the day



Topic	Facilitator(s)
Welcome and Overview	Ms. Druesedow/Ryan Franklin
Discussion of Educator Certification and Preparation Overview Data	Ryan Franklin
Discussion of a Recommended Pathway for Educator Preparation and Certification	Grace Wu/Jessica McLoughlin
Discussion of the New Educator Testing Contracts	Marilyn Cook
Lunch	
Discussion of ASEP	Christie Pogue/Mark Olofson
Discussion of Current Agency Initiatives Related to Educator Support	Martin Winchester
Discussion of Educator Misconduct and Sanctions	Laura Moriarty/Doug Phillips
Discussion of SBEC Legislative Priorities	Christie Pogue
Evaluations (feedback) and Adjournment	Board Members

SBEC Core Principles - We believe...

1. student success is primary.
2. we must ensure the safety and welfare of Texas's diverse student population.
3. well-prepared educators are essential.
4. high certification standards are essential for ensuring consistency and effectiveness among educator preparation programs.
5. standards should be measured by rigorous, relevant, valid, and reliable assessments.
6. certification programs should be held to the same accountability standards.
7. certification programs should have transparent systems for continuous improvement.
8. we are accountable to all Texas stakeholders and their input is essential.
9. we must continually improve our policies and processes in response to changing needs.
10. certified educators hold a unique position of trust with students; therefore, educators must be held to the highest standards of ethical conduct.

What resonates with you from these principles?

Objectives

TEA staff will provide:

1. Context
2. Updates
3. Recommendations

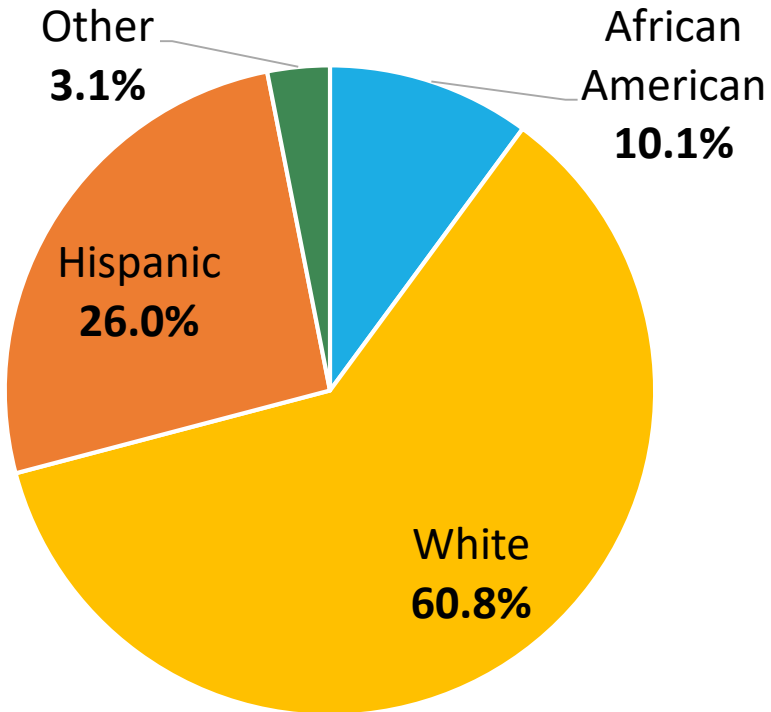
SBEC members will provide:

1. Feedback
2. Direction
3. Questions

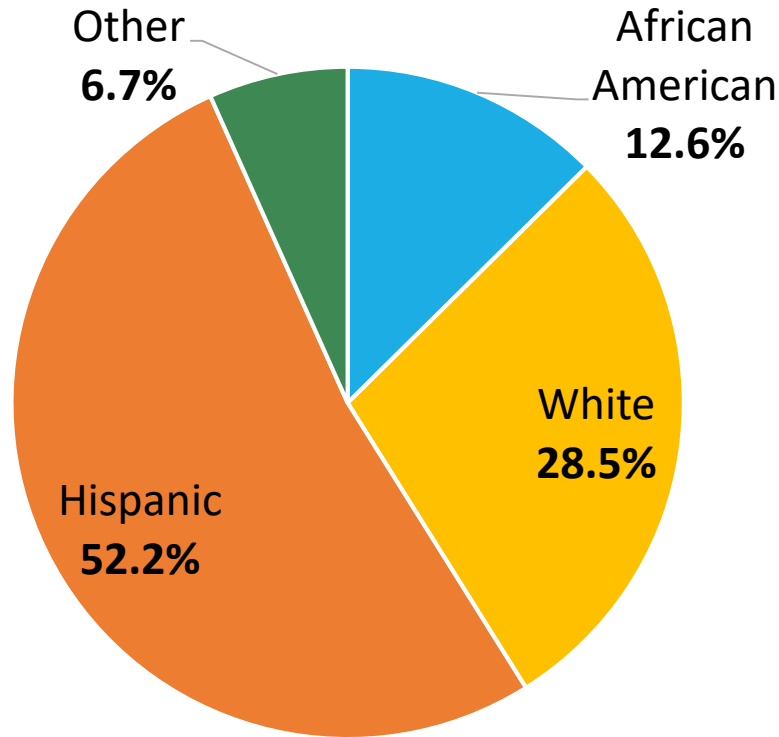
Educator Certification and Preparation Data

Texas Student and Teacher Demographics

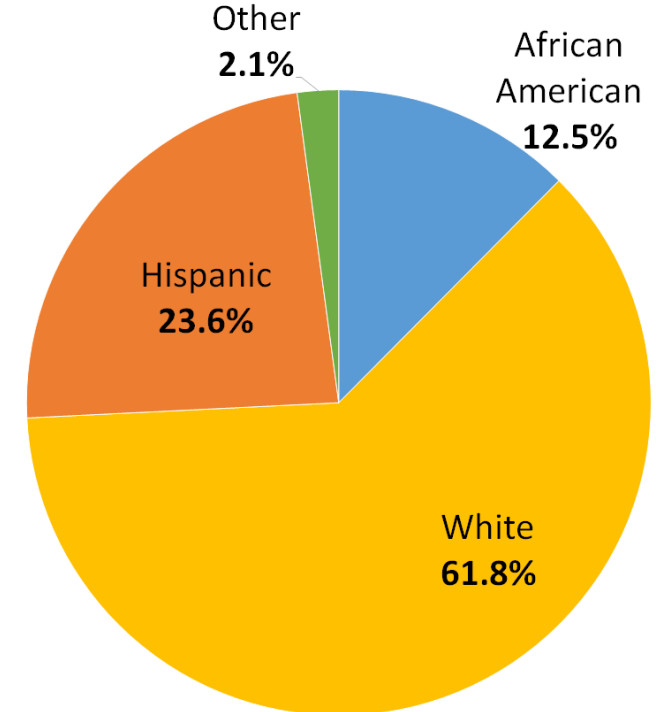
Teachers



Students

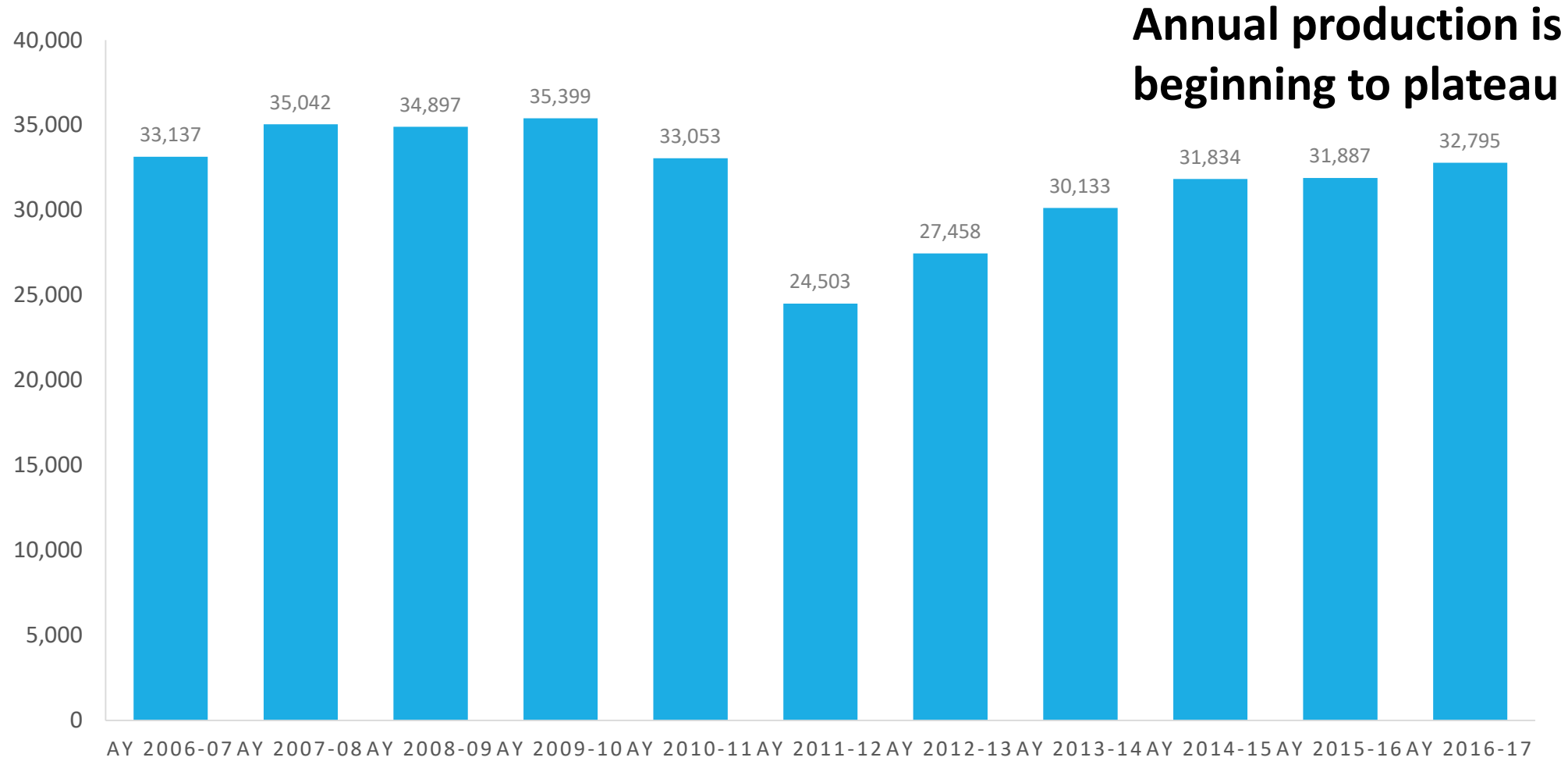


Principals

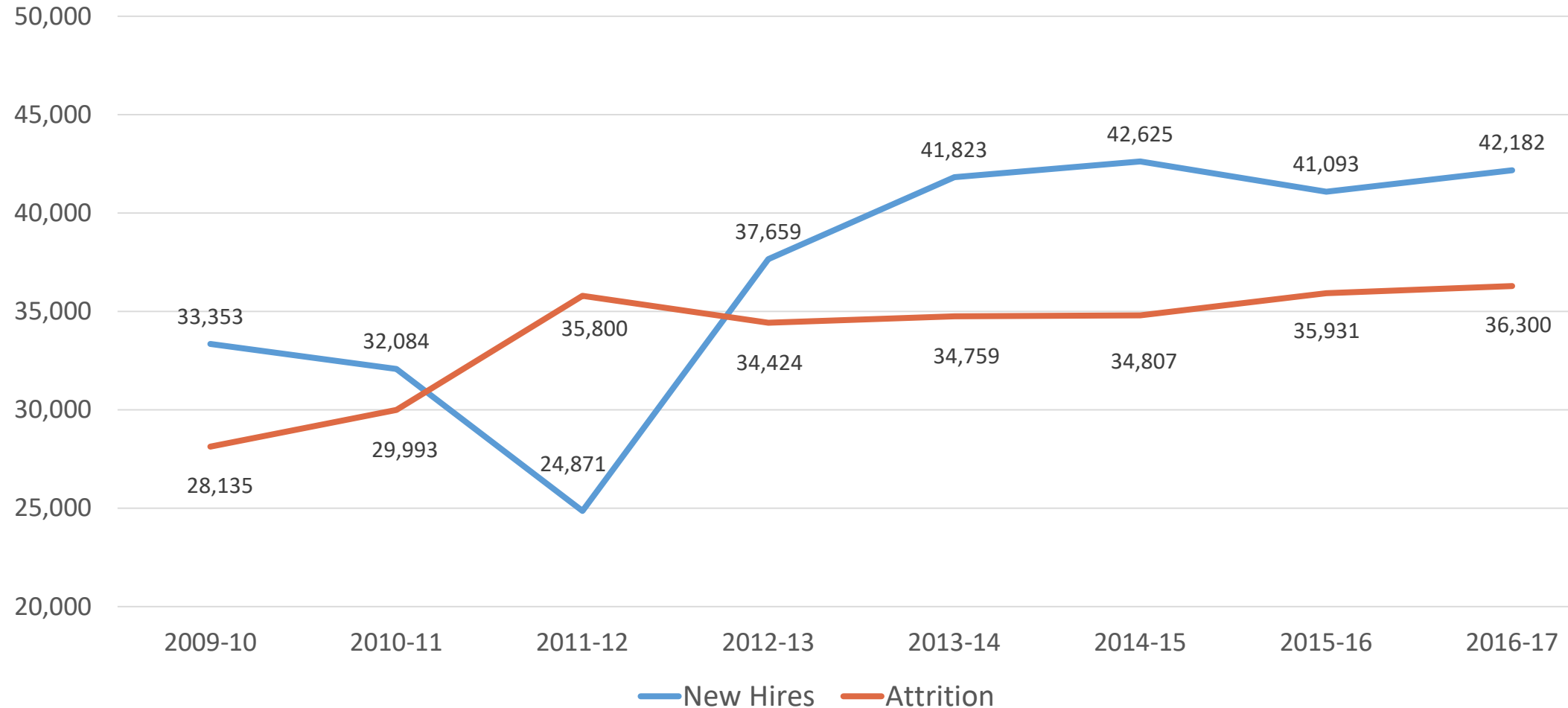


What do you notice? Why does it matter?

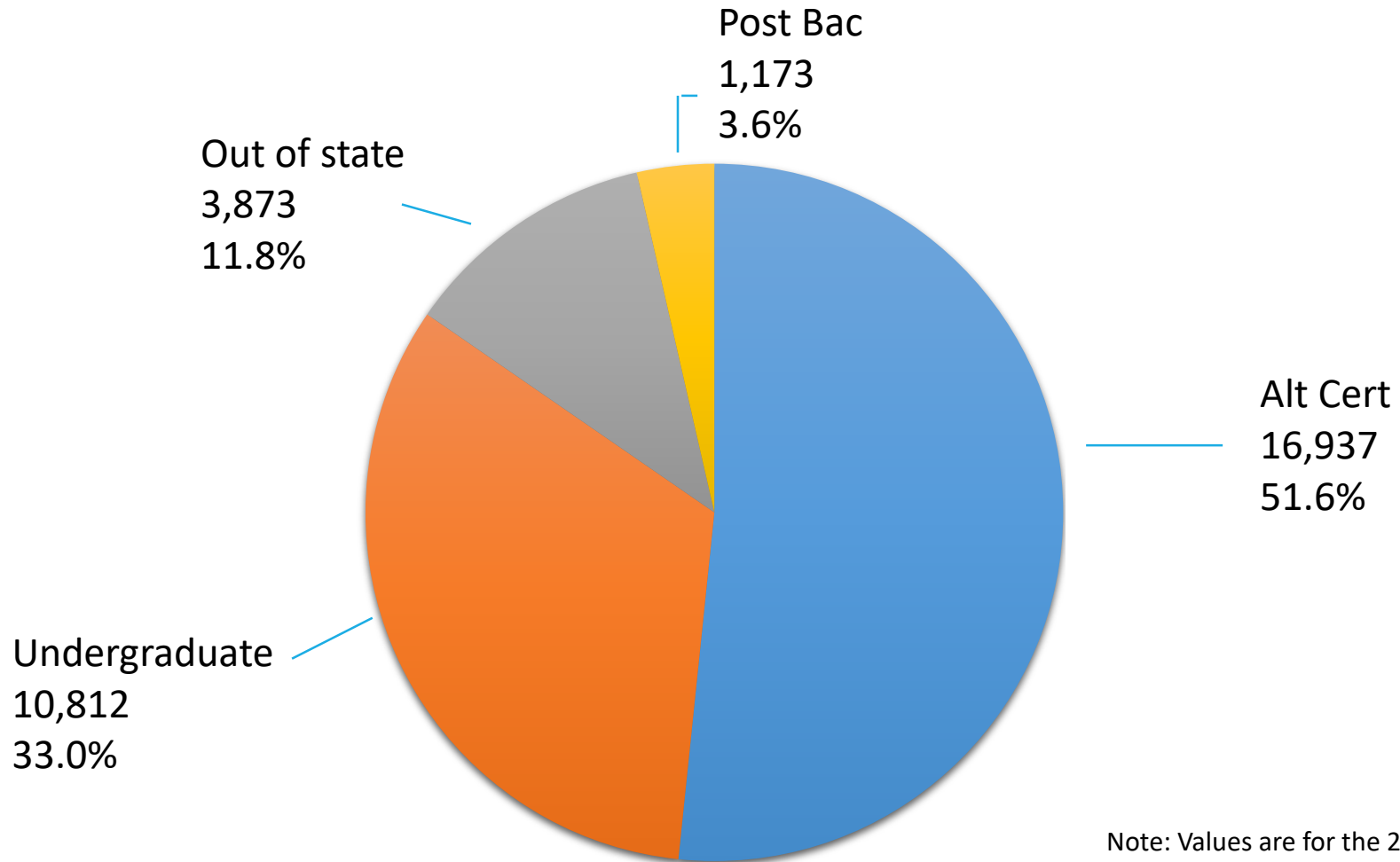
Total Initial Teacher Certifications by Year



New hires have outpaced teacher attrition - except for in 2011-12

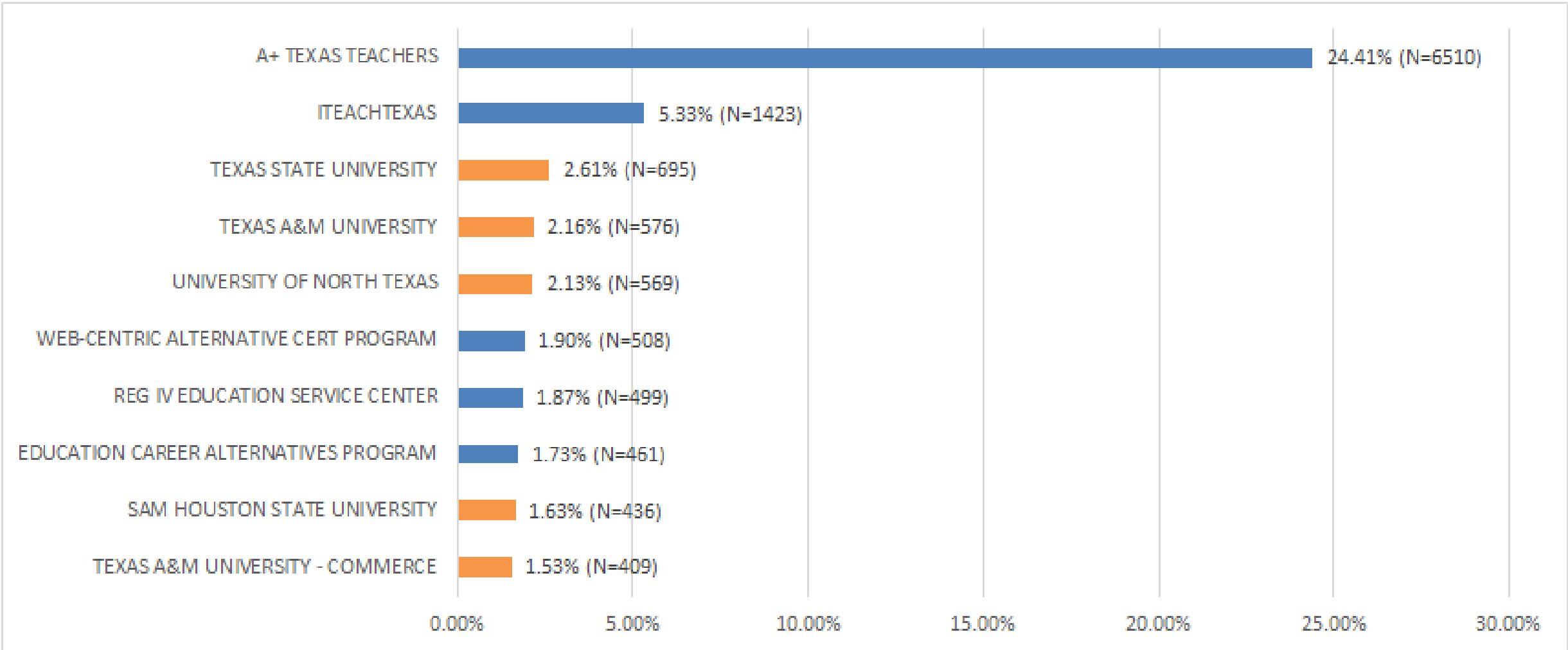


New Teacher Certificates by Preparation Route

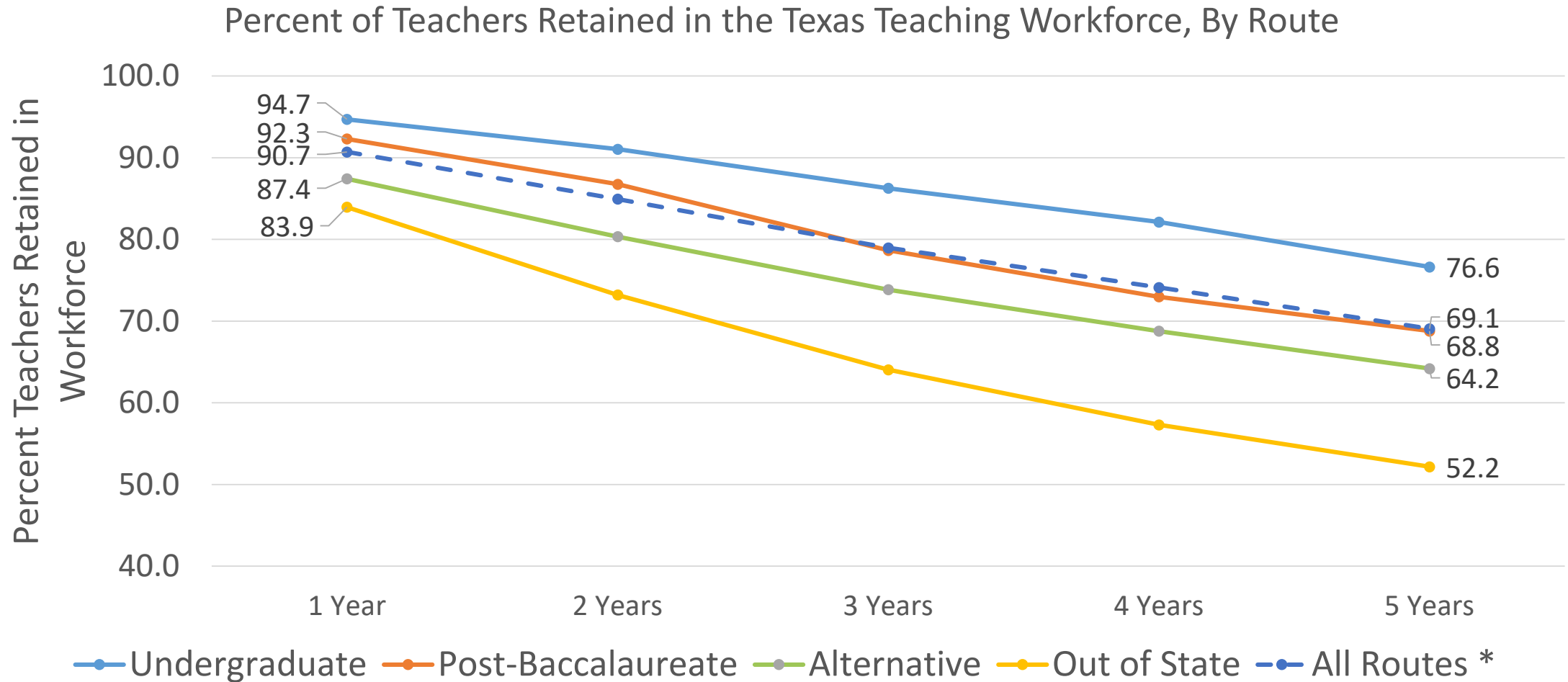


Note: Values are for the 2016-17 Academic Year

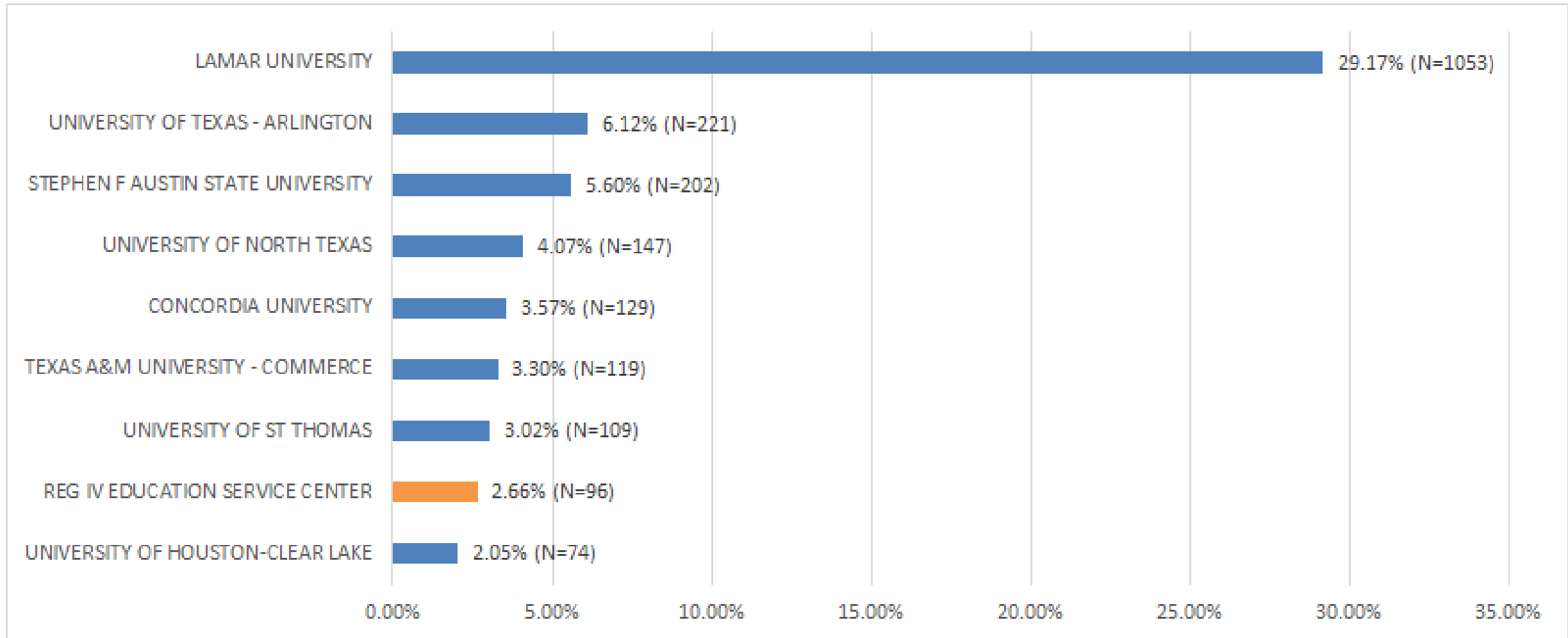
EPPs preparing over 400 Teachers, 2016-17



Teacher Retention by Route



Principal preparation programs certifying over 70 principals, 2016-17



Where we've been

Where we're going

Theory



Practice

Agenda for the day



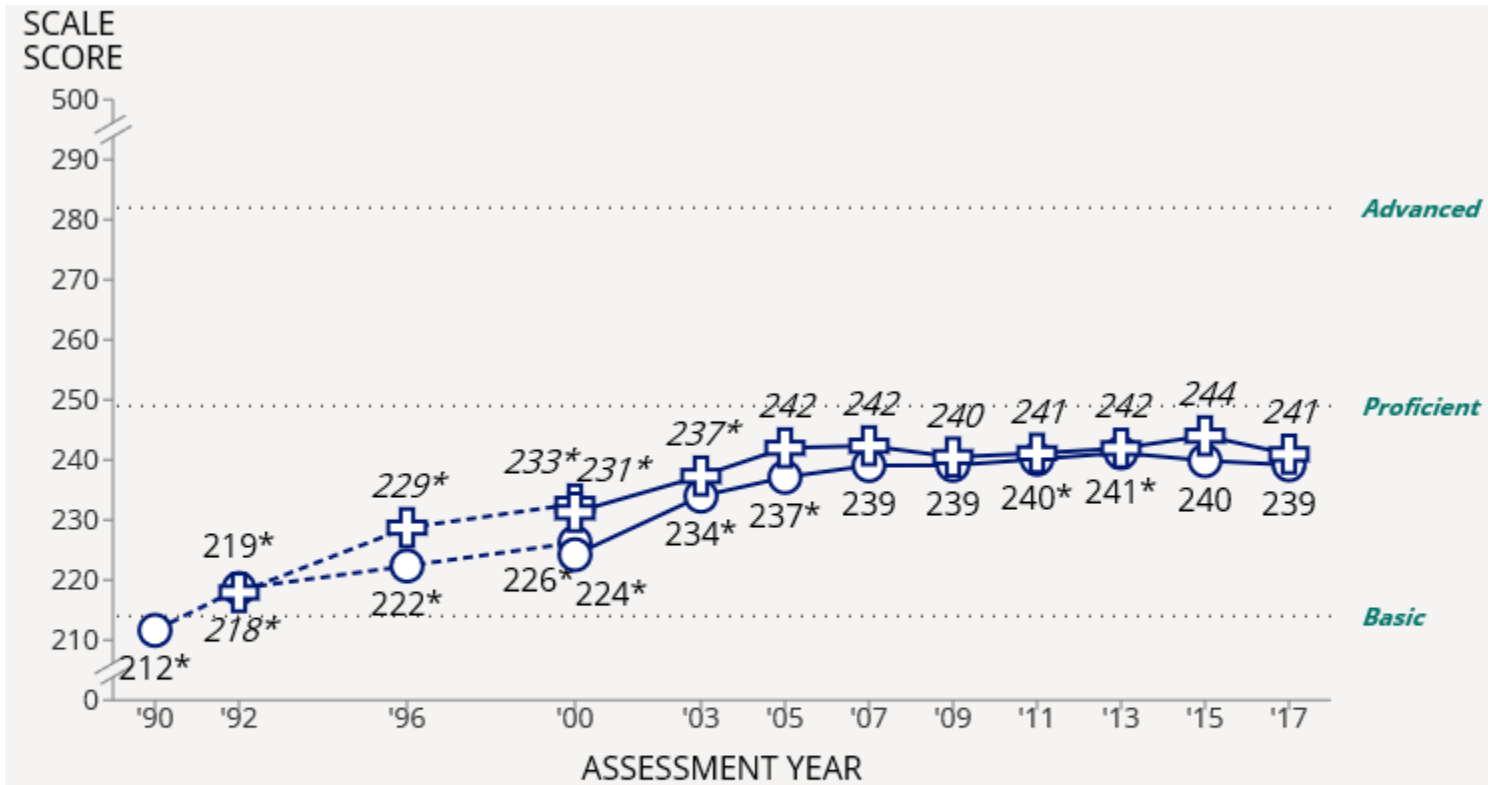
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Pathways for Educator Preparation and Certification

Objective

Articulate the rationale for the 2021 goal pathway (focus on access, content pedagogy, skill-building, and pre-service practice)

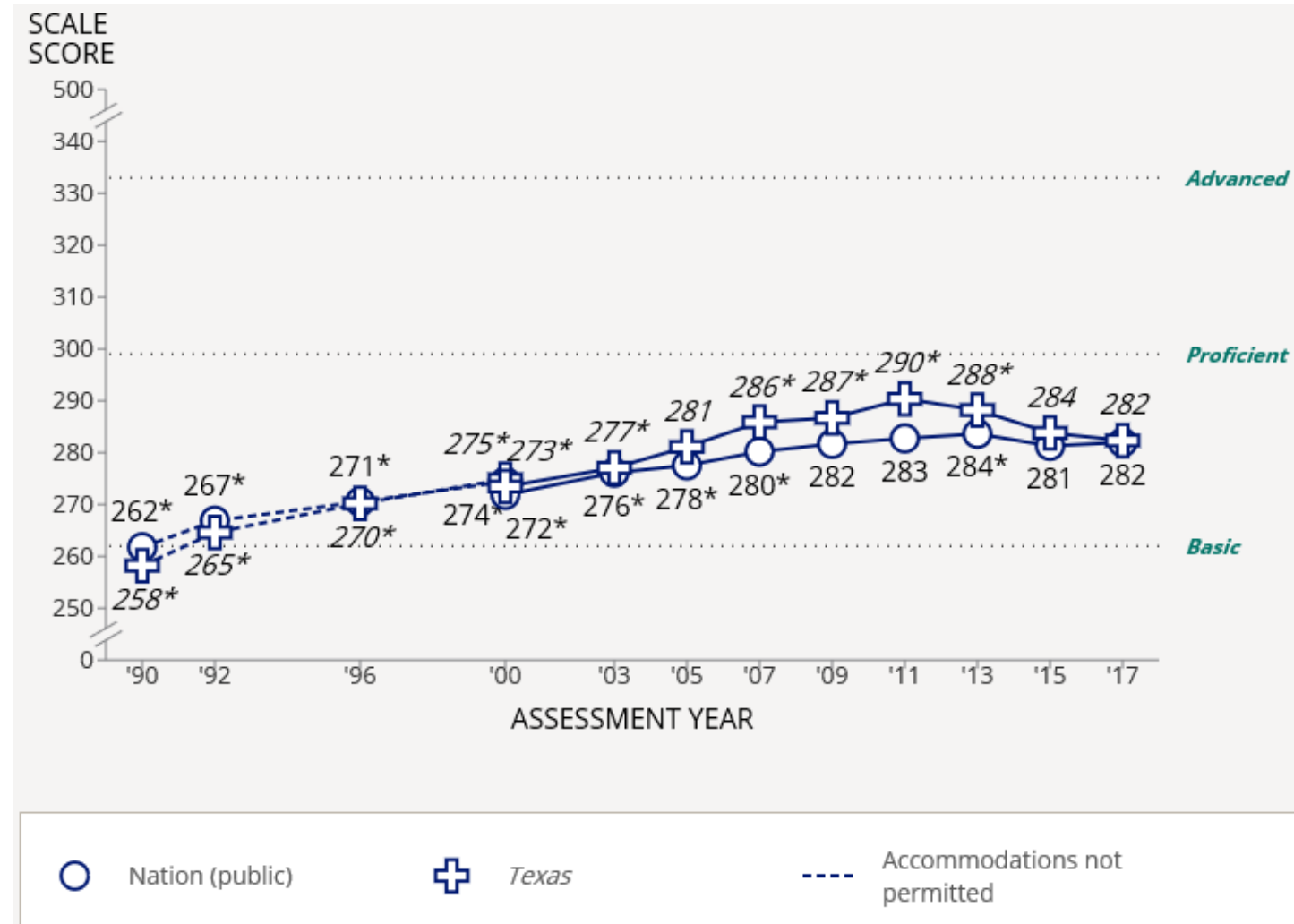
National Assessment of Educational Progress (4th Math)



After an initial increase in student achievement in the 1990s, scores have largely remained flat over the past decade

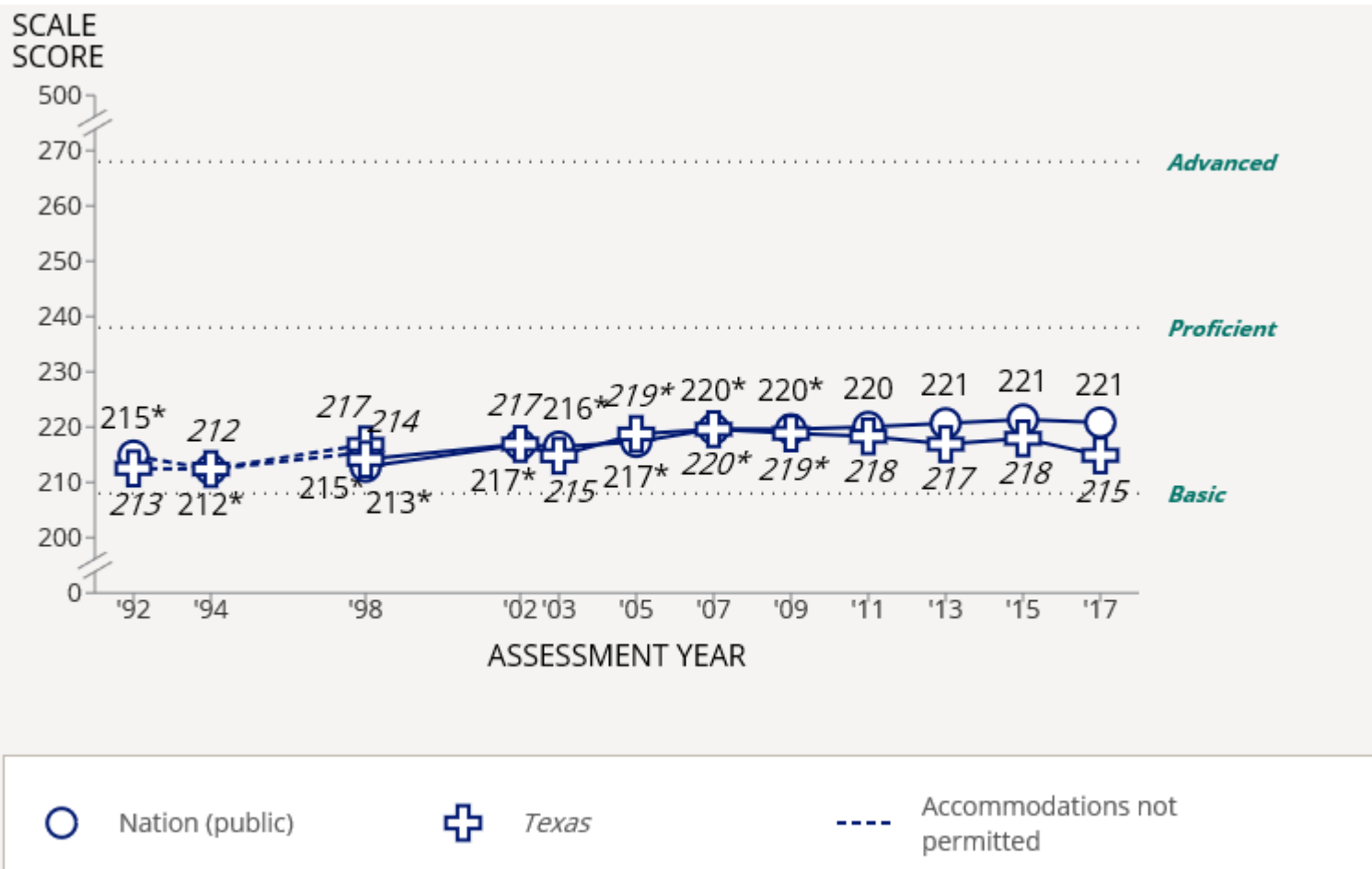
○ Nation (public) + Texas - - - Accommodations not permitted

National Assessment of Educational Progress (8th Math)



The flatlining achievement in 4th Math has led to similar trend in 8th Math

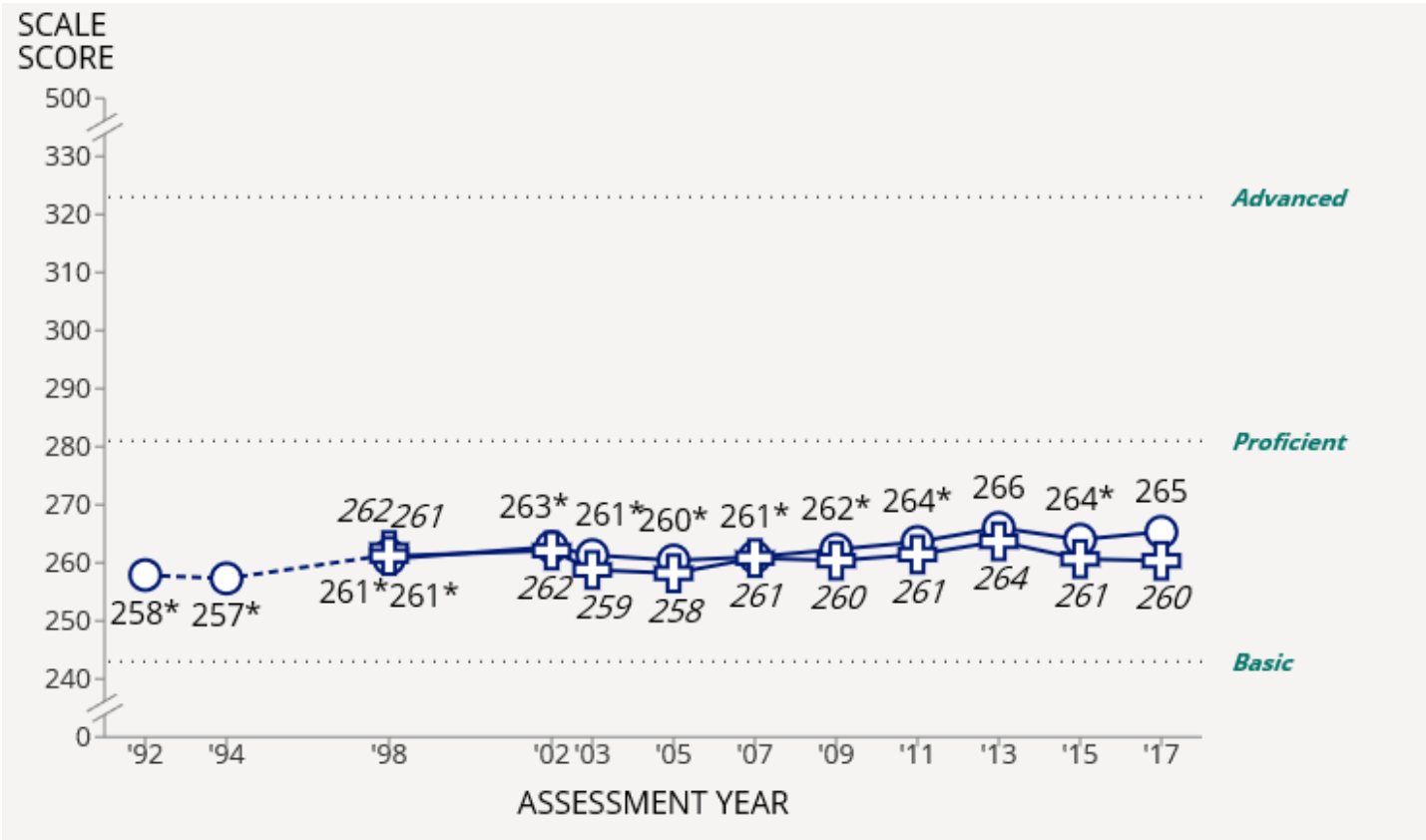
National Assessment of Educational Progress (4th Reading)



In contrast to Math, Reading achievement has largely remained flat and has recently decreased

Texas now ranks 43rd in the nation in 4th grade Reading

National Assessment of Educational Progress (8th Reading)



The trend in 4th grade Reading is also found in 8th grade Reading

Responses to Data



Educator Preparation Programs

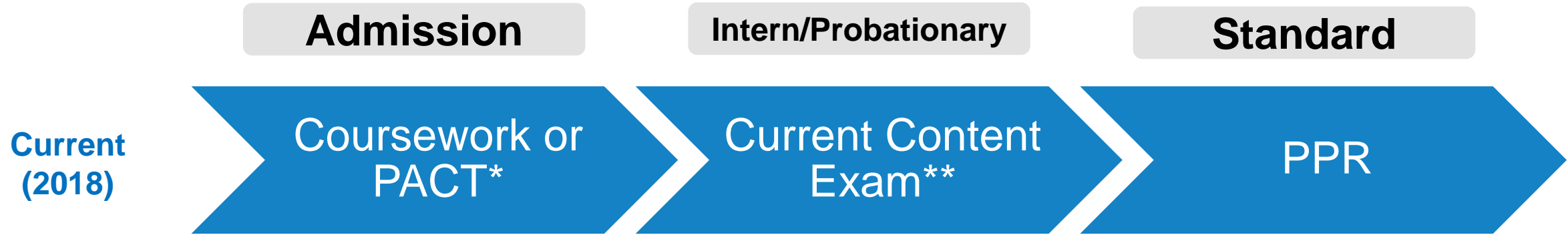


Districts



TEA

Current Teacher Certification Pathway



*PACT = Pre-Admission Content Test, which is the current content certification exam **Varying degrees of content and content pedagogy

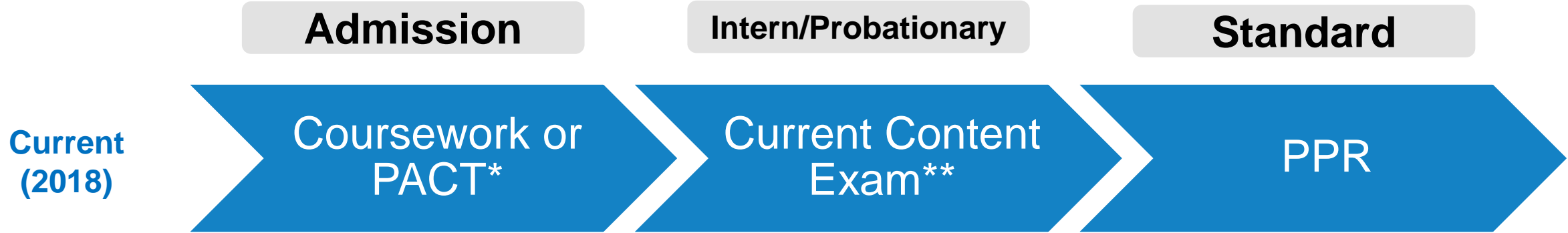
Traditional

Non-Traditional

Graduation

Teacher of Record

Traditional Teacher Certification Pathway



*PACT = Pre-Admission Content Test, which is the current content certification exam **Varying degrees of content and content pedagogy



Enter into post-secondary and take courses in content area

Based on GPA in content area courses, officially admitted into EPP

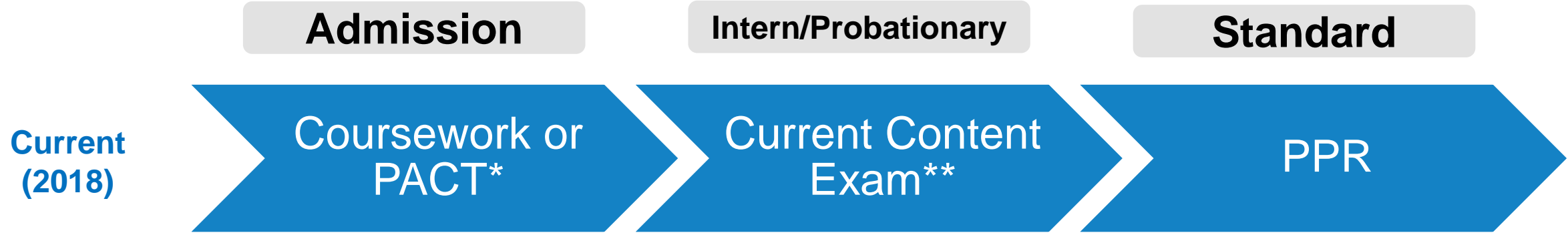
Takes additional coursework specified by certification area sought

Participates in classroom observations and student teaching

Passes content and PPR exams

Graduates with standard certificate

Non-Traditional Teacher Certification Pathway



*PACT = Pre-Admission Content Test, which is the current content certification exam **Varying degrees of content and content pedagogy



Graduated with Bachelor's Degree

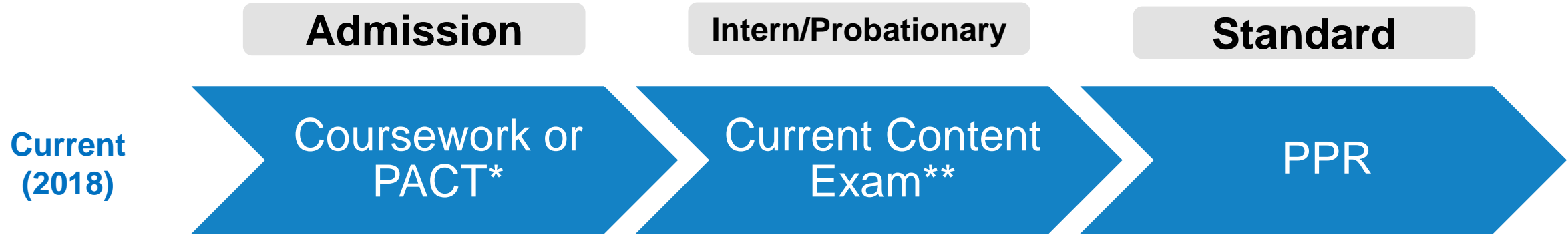
Admitted based on transcript credits in content area sought or PACT

Passes content exam and begins first day of teaching

Passes PPR exam

Completes program with standard certificate

Current Teacher Certification Pathway



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Traditional

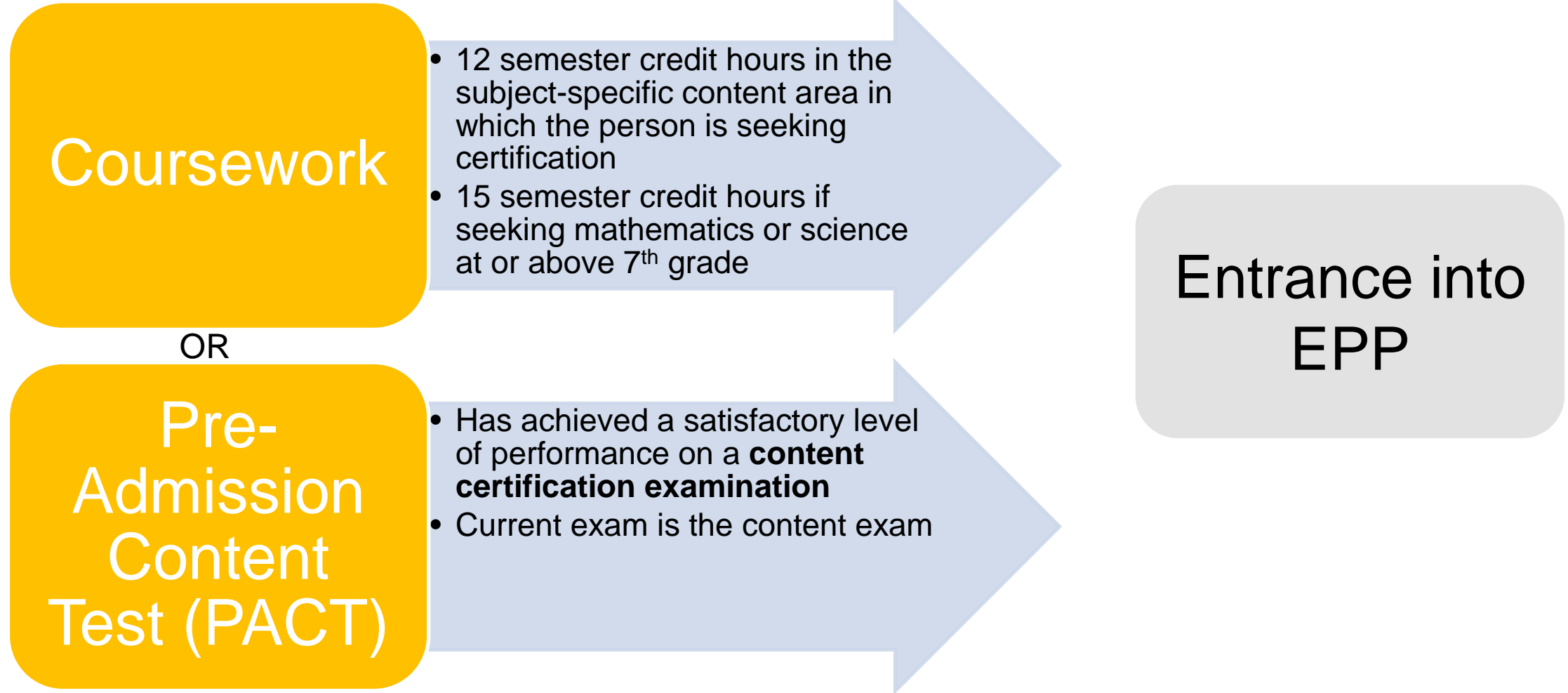
Alternative Certification

Graduation

Teacher of Record

Access to the Profession

Current Routes for Entrance into non-traditional EPP*



Coursework

- 12 semester credit hours in the subject-specific content area in which the person is seeking certification
- 15 semester credit hours if seeking mathematics or science at or above 7th grade

OR

Pre-Admission Content Test (PACT)

- Has achieved a satisfactory level of performance on a **content certification examination**
- Current exam is the content exam

Entrance into EPP

*Texas Education Code §§21.0441

Changes to Assessment



How did you respond to the changes in assessment as a teacher?

Principal Certification Redesign

Principal

Multiple-choice
only test

Principal as
Instructional
Leader

Multiple-choice
and
constructed-
response

Authentic,
practice-based
tasks compiled
in a portfolio

How will EPPs need to respond to the changes to the Principal as Instructional Leader assessments?

Obstacles for Non-Traditional Candidates

You are in the fifth year of working in the budgeting/accounting department of a corporation. On a day-to-day basis, you are reminded of the opportunity you had as a college student where you mentored and tutored middle school students in Math as part of a summer education program. You begin researching different teacher programs as you consider a potential career change.

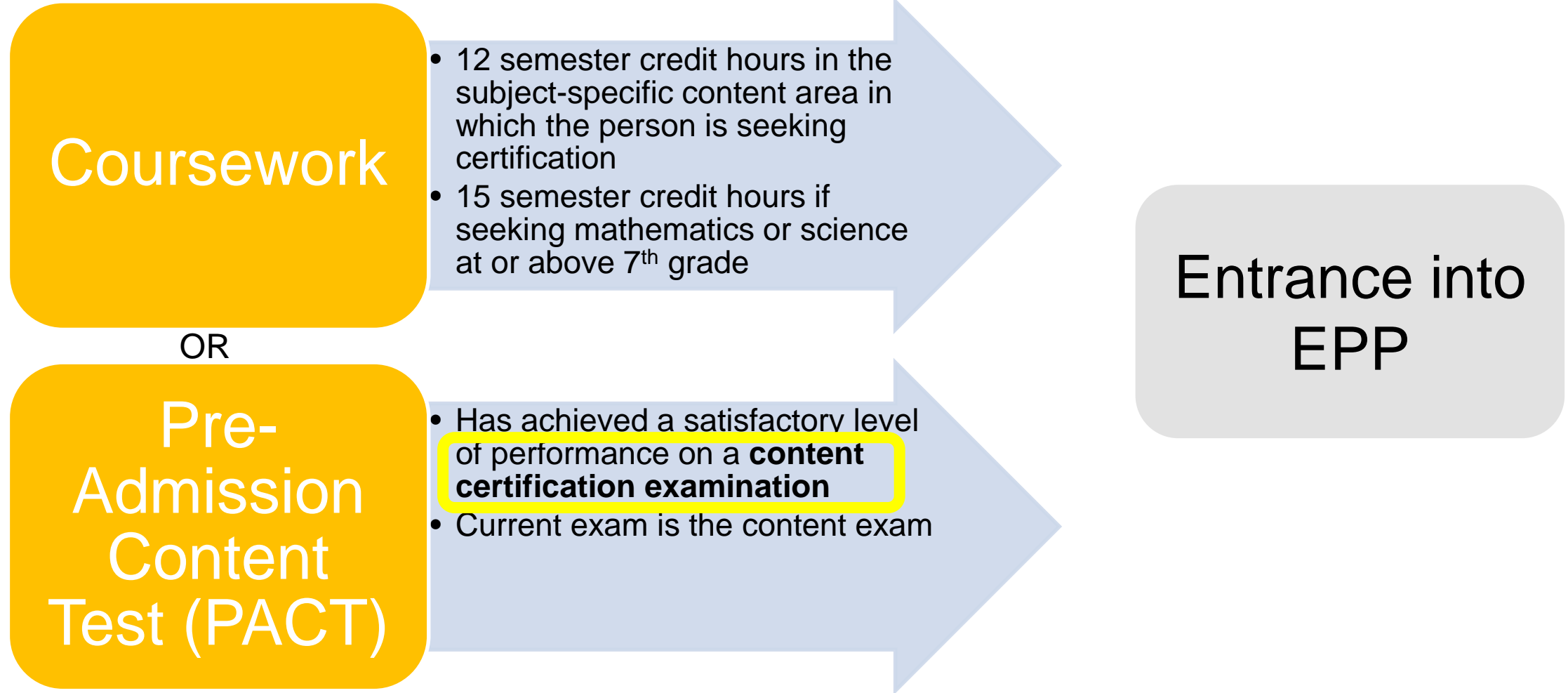
In your research, you discover that the educator preparation programs in your area require passing the 115 Middle School Math test as a requirement for admission. You download the resources and discover that the questions focusing on geometry, probability, and statistics come naturally to you. However, there are questions focused on teaching and assessing math instruction to middle school students. These questions trip you up and make you worried about the likelihood of passing. Still you press on and search for more resources, paying for supplemental resources outside of the free preparation manual. Finally, you sign up and take the 115 test, but unfortunately, your results come back just shy of passing, primarily because of the questions focused on math instruction.

You double down on that domain in your next round of studying and retake the test, but unfortunately, you miss the mark again. At this point, even though funds are running low, because of the invested time and money, you borrow money from a friend to take the test again and purchase an additional set of resources. Good news is, this time you pass and are accepted into the educator preparation program.

What obstacles do potential non-traditional candidates face when attempting to enter an Educator Preparation Program?

Access to the Profession

Current Routes for Entrance into EPP*



Coursework

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- 15 semester credit hours if seeking mathematics or science at or above 7th grade

OR

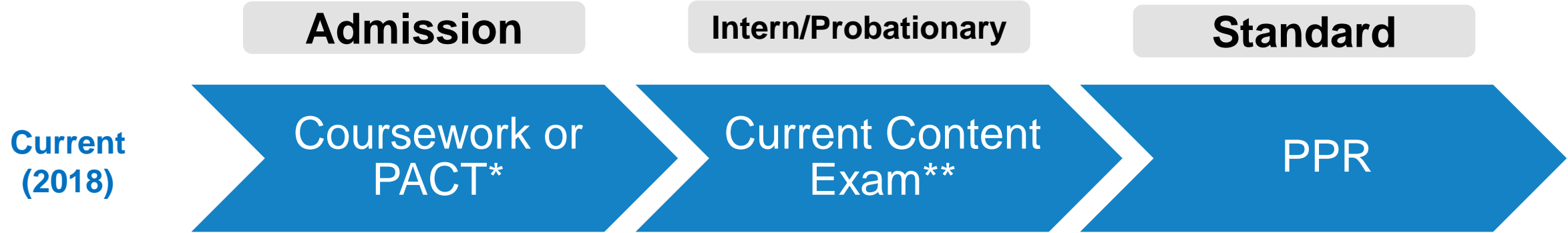
Pre-Admission Content Test (PACT)

- Has achieved a satisfactory level of performance on a **content certification examination**
- Current exam is the content exam

Entrance into EPP

*Texas Education Code §§21.0441

Non-Traditional Teacher Certification Pathway



*PACT = Pre-Admission Content Test, which is the current content certification exam **Varying degrees of content and content pedagogy



Graduated with Bachelor's Degree

Admitted based on passing the content exam (PACT route)

Begins first day of teaching

Passes PPR exam

Completes program with standard certificate

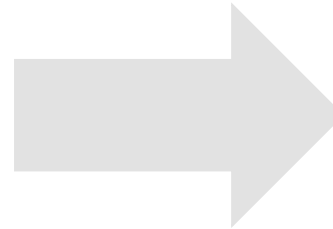
PACT Then Vs. Now

Original Intent of Written Text '08-'09*

WHO: **Out-of-state** non-degreed individuals within one semester of obtaining baccalaureate degree and have been admitted into a **selective national teaching corps** and assigned to Texas

WHAT: Allowed to take **content-only test** such as the **PRAXIS** for contingency admission only into EPPs which scores could be utilized for **EPP accountability** purposes

WHY: To allow for increased eligibility of hiring by passing the test earlier



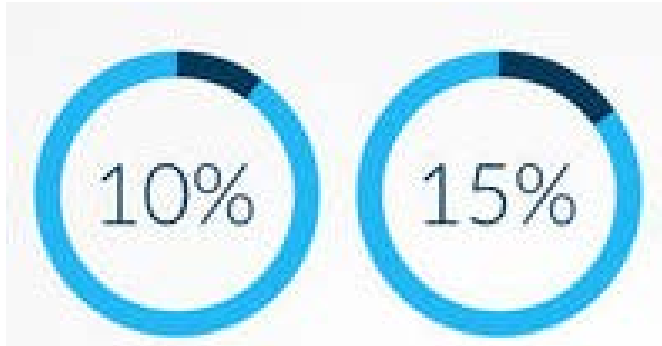
Current Reality

WHO: **Candidates who hold a conferred bachelor's degree** or higher from an accredited IHE or are scheduled to receive a bachelor's degree before being placed in a classroom and have never been admitted into a Texas approved EPP or are transferring

WHAT: Allowed to take a **content certification test** that measures content and content pedagogy* which scores are **not utilized for EPP accountability** purposes for admission into EPPs, often in addition to a requirement of having secured a full-time teaching position

*current EC-6 core subjects ranges from 0-40% content pedagogy by subject

PACT's Impact on Candidates



10-15% teacher candidates enter through the PACT route

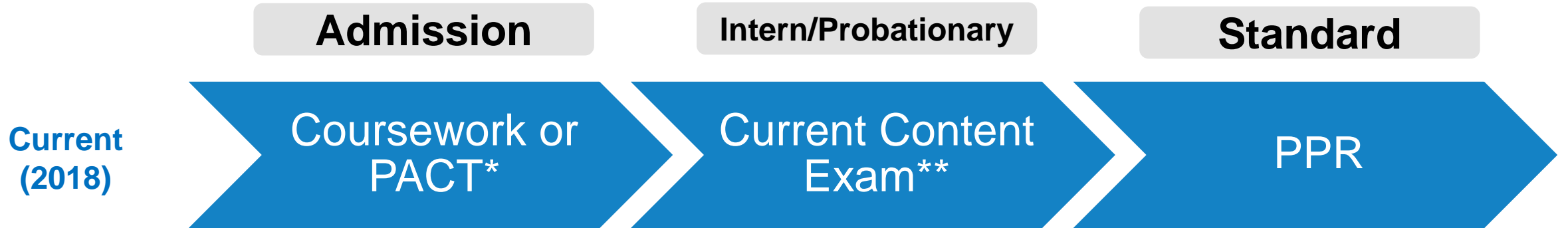


PACT candidates are more likely to be Hispanic or African American



PACT candidates are less likely to obtain their standard teaching certification within three years

Access to the Profession



*PACT = Pre-Admission Content Test, which is the current content certification exam **Varying degrees of content and content pedagogy



Focus on access

What Happens Next?

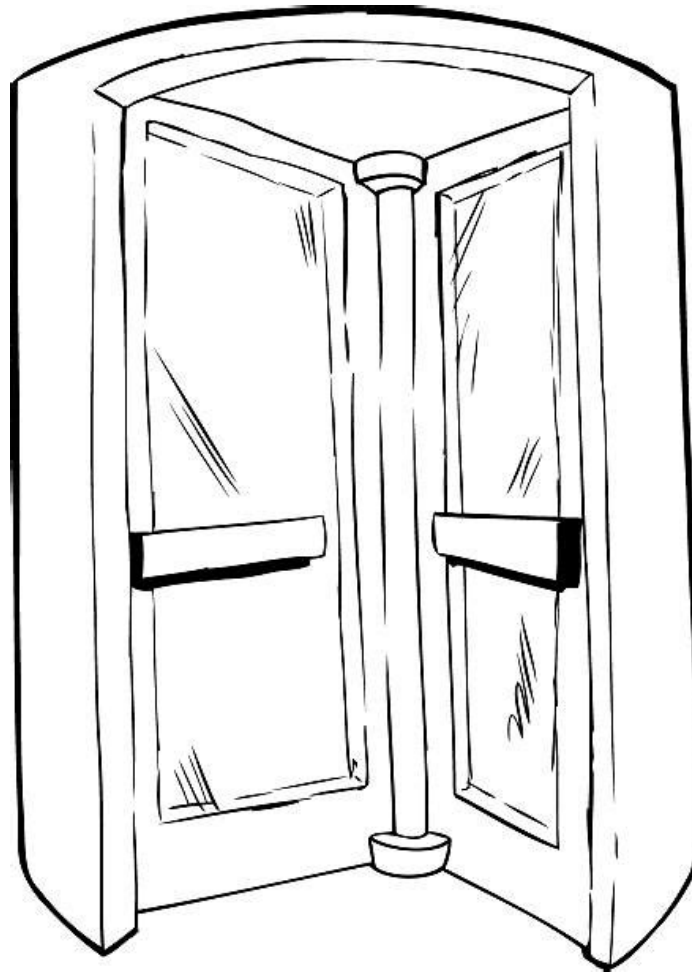
You are excited to start training and struggle with the fact that the training is delivered through online course modules with limited opportunities for feedback from your program. During this time, you are also able to find a job as a 7th grade Math teacher. You quickly realize that the training you have received has focused on theory around general pedagogy rather than strategies of best practices focused on teaching middle school Math. When teaching your lessons, you realize that even though you know the math concepts you are teaching, you are having trouble communicating them to your students. In addition, the classroom management information you received does not match the reality of your school. You're having a difficult time connecting your training to the classroom and realize that you never developed the skills needed for the day-to-day reality of a teacher.

After the first district benchmark exam, the results come back and your students are performing significantly below proficiency. You're frustrated and decide to reach out to your educator preparation program for help and they send a field supervisor to your classroom to observe you teach. Not sure of what to expect, but you are surprised that outside of the observation, the only communication you receive from the field supervisor is a checklist of things they saw or didn't see you do while you were teaching. At this point in the year, you are feeling unsuccessful, unprepared, and unsupported. What do you do?

**What did this teacher not receive from their training?
How does this then impact students?**

Why Do Teachers Leave?*

Working Conditions
support, collaboration,
resources, student
behavior



Effectiveness
don't feel like they are
or can have a positive
impact

*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.

Key Components of Teacher Quality

Pedagogical Content Knowledge

“content knowledge for teaching is the **strongest** teacher-level predictor of **student achievement**”

What

Hill, H. C., Rowan, B., & Ball, D. L. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement. *American Educational Research Journal*, 42(2), 317–406.

Focus on Skill-Building

“(teachers) with more coursework on **methods/pedagogy** felt better **prepared to teach** and **stayed longer** in the profession.”

How

Ronfeldt, M., Schwartz, N., & Jacob, B. (2014). Does preservice preparation matter? Examining old questions in new ways. *Teachers College Record*, 116(10), 1–46.

Pre-Service Practice

“(first-year teachers) who had practice teaching prior to their employment were over **three times less likely to depart**”

When

Ingersoll, R., Merrill, L., & May, H. (2014). What are the effects of teacher education and preparation on beginning teacher attrition? Research Report (#RR-82). Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania.

Application in Another Field

Pedagogical Content Knowledge

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Pre-Service Practice

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Training in specific field

Training focuses on doctors applying their skills

Training is consistent and supervised before their first opportunity on their own

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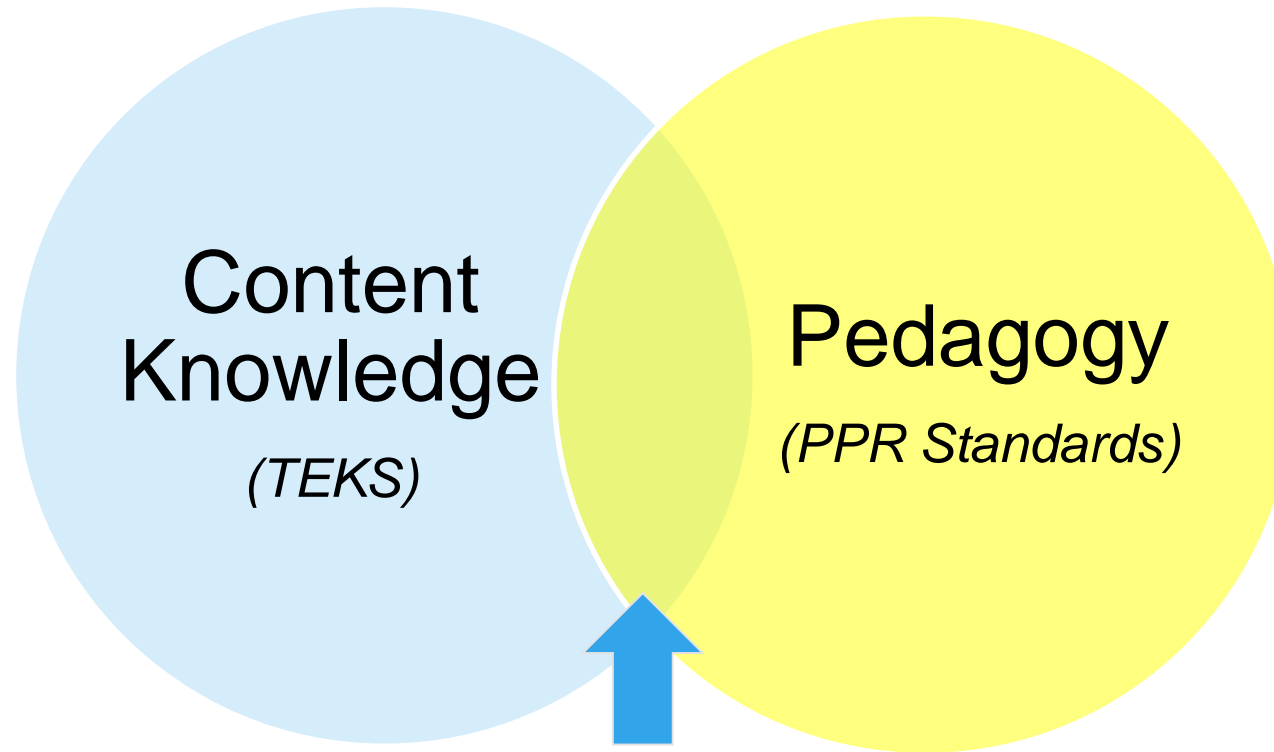
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Content Pedagogy



Content Knowledge for Teaching/Content Pedagogy –
Integration of content knowledge and pedagogy

Separated Content Knowledge and Pedagogy

Content Knowledge

Which of the following triangles has a hypotenuse with a length that is an irrational number?

- a. A right triangle with the leg lengths of 4 and 3
- b. A right triangle with leg lengths of 12 and 5
- c. A right triangle of leg lengths of 24 and 7
- d. A right triangle with leg lengths of 25 and 9

Pedagogy

During whole class instruction, a middle school teacher realizes that most of the students are reluctant to participate in class discussion and give one-word answers when they do participate. Which of the following strategies is most effective for the teacher to use to increase student engagement?

- a. Having students answer questions on paper in class
- b. Giving students think time after asking probing questions
- c. Asking students to answer questions online for homework
- d. Assessing students' understanding using an oral pop quiz

Integrated Content Pedagogy

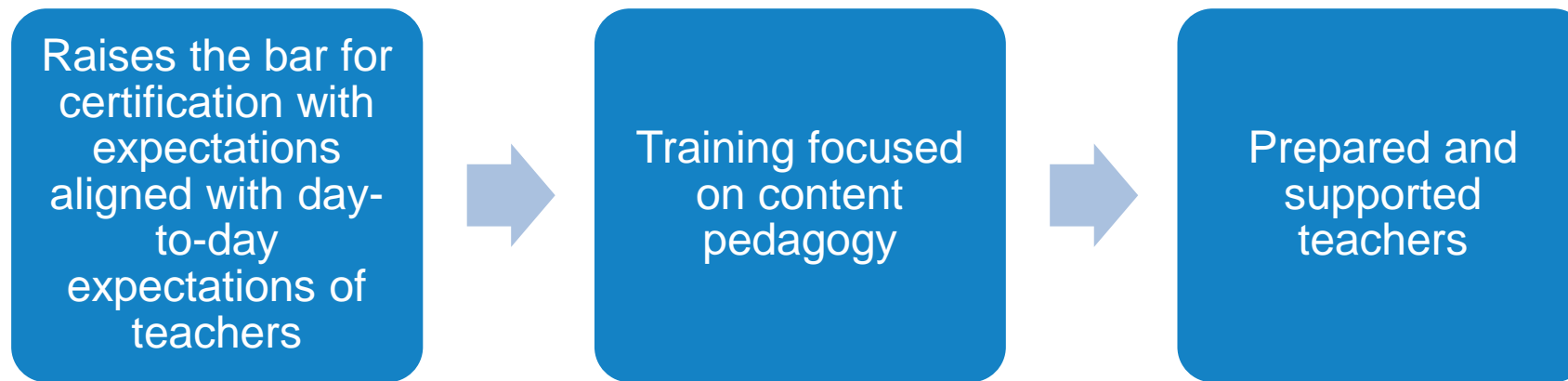
Content Pedagogy

Ms. Minsky asks her students to explain the meaning of the equal sign as it is used in the equation $8 + 3 = 11$. Of the following student statements, which comes closest to the mathematical meaning of the equal sign?

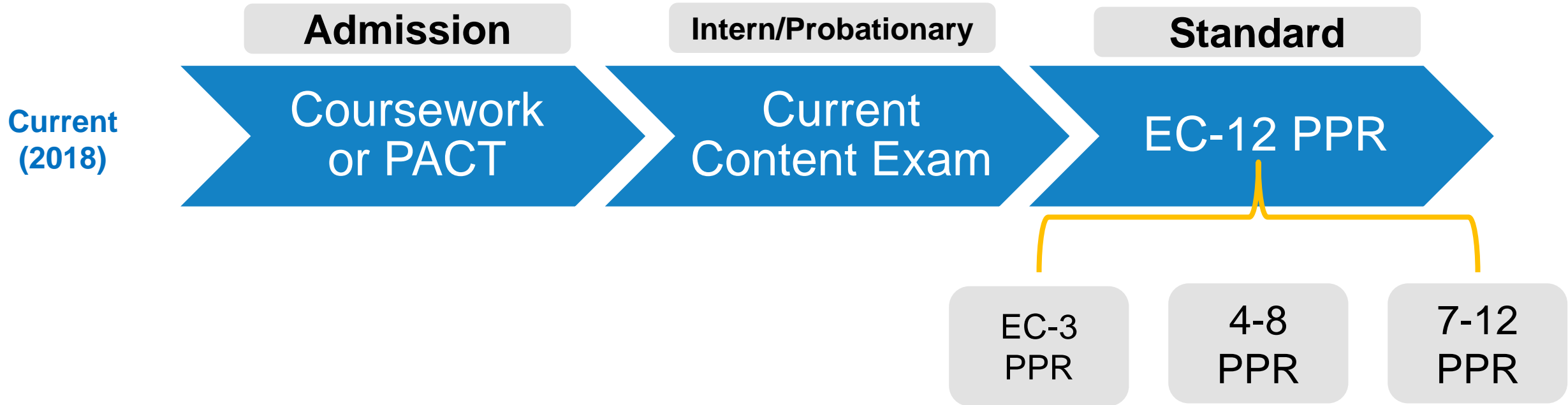
- a. The equal sign means “the total is.”
- b. The equal sign means the amounts on either side of it are the same.
- c. The equal sign means you need to find an answer to the problem (in this case, adding 8 and 3).
- d. The equal sign means that whatever I do to the left side – like subtracting a 3 – I also have to do to the right side, to keep it balanced.

What would training focused on content pedagogy lead to?

Content Pedagogy

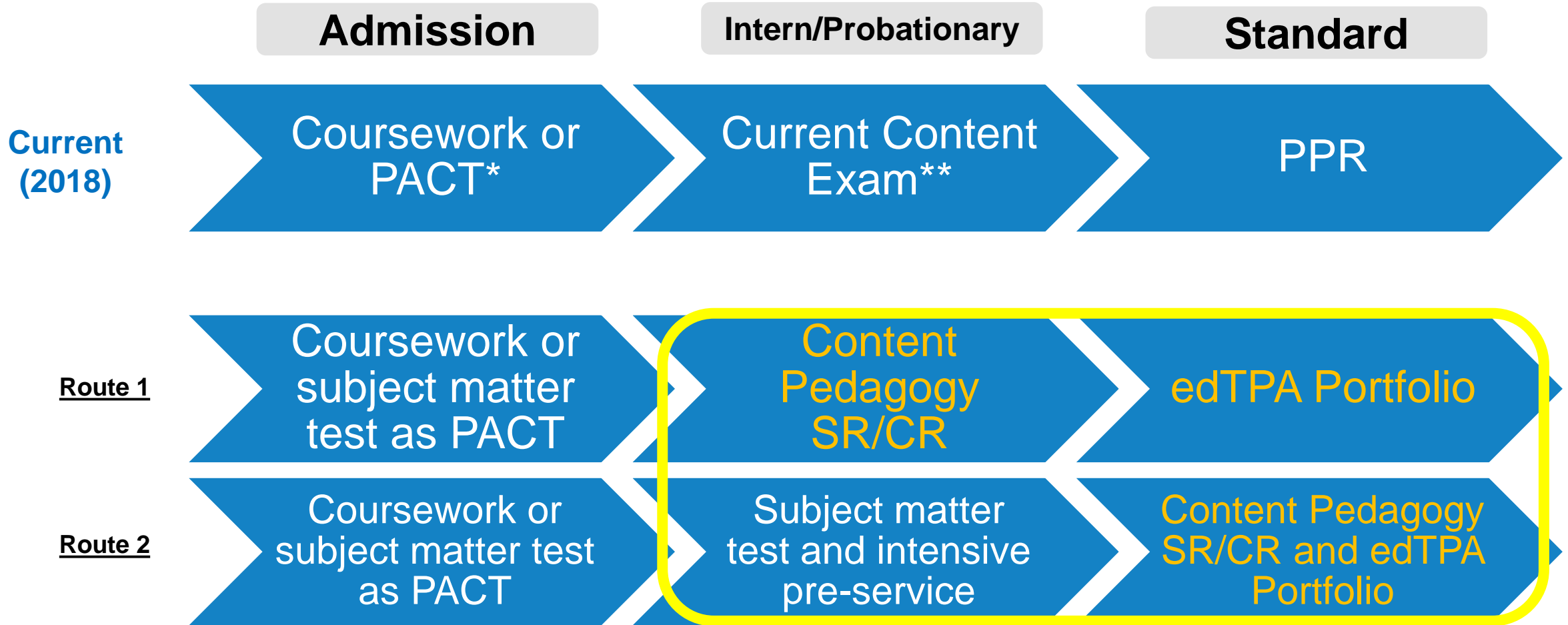


How the 2017 plan got us started?



Content pedagogy = TEKS + Grade-Banded PPR Standards

Preparation of the Profession



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Focus on Skill-Building

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Focus on Skill-Building

edTPA contains three authentic, practice-based tasks that are compiled into a portfolio. All tasks are specific to a content and grade-band.

Planning

- Building content understanding
- Supporting learning needs
- Using knowledge of students
- Assessments to monitor student learning

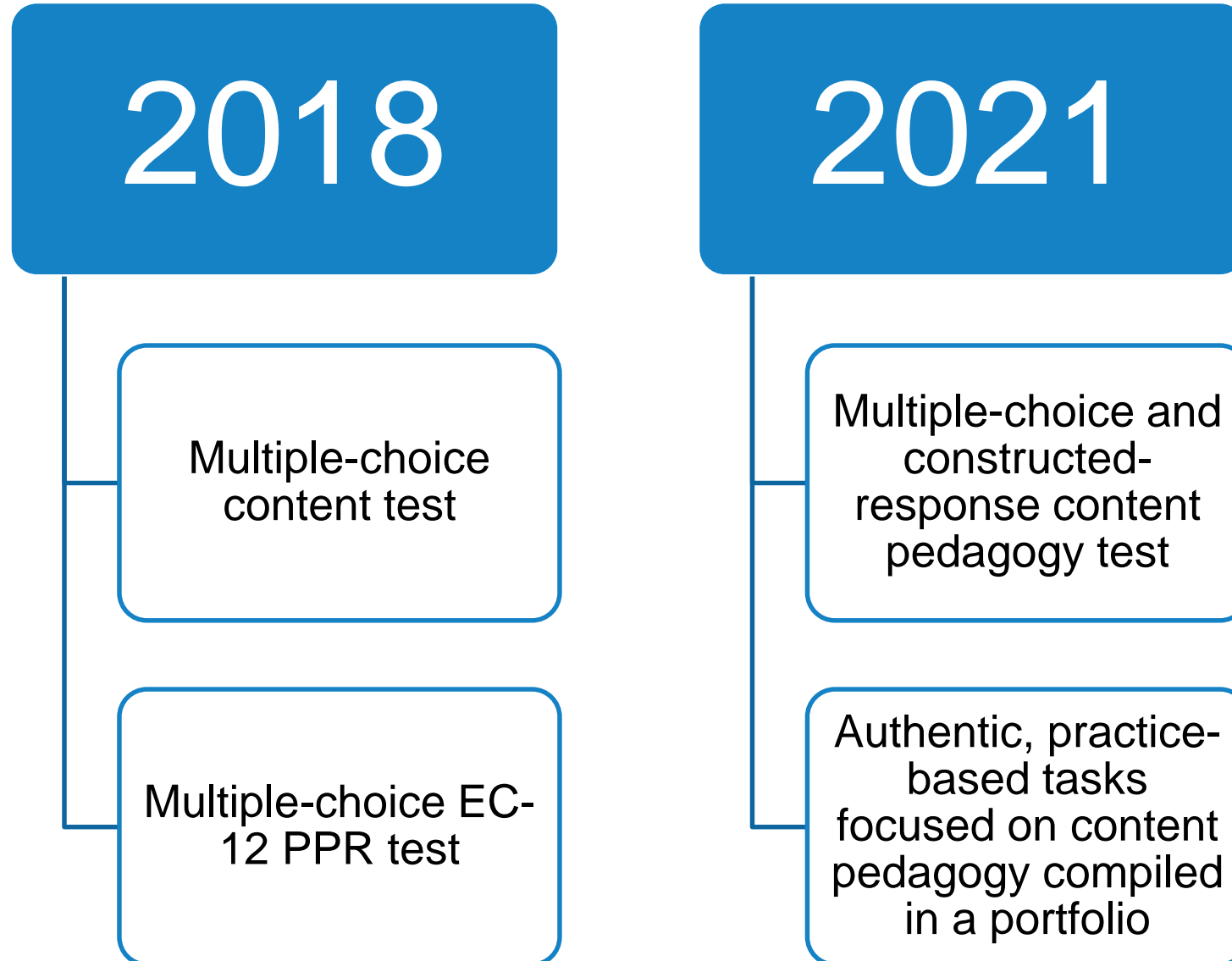
Instruction

- Learning environment
- Engagement in learning
- Deepening thinking
- Subject-specific pedagogy

Assessment

- Analysis of student learning
- Providing feedback
- Supporting student use of feedback

Integration



Key Components of Teacher Quality

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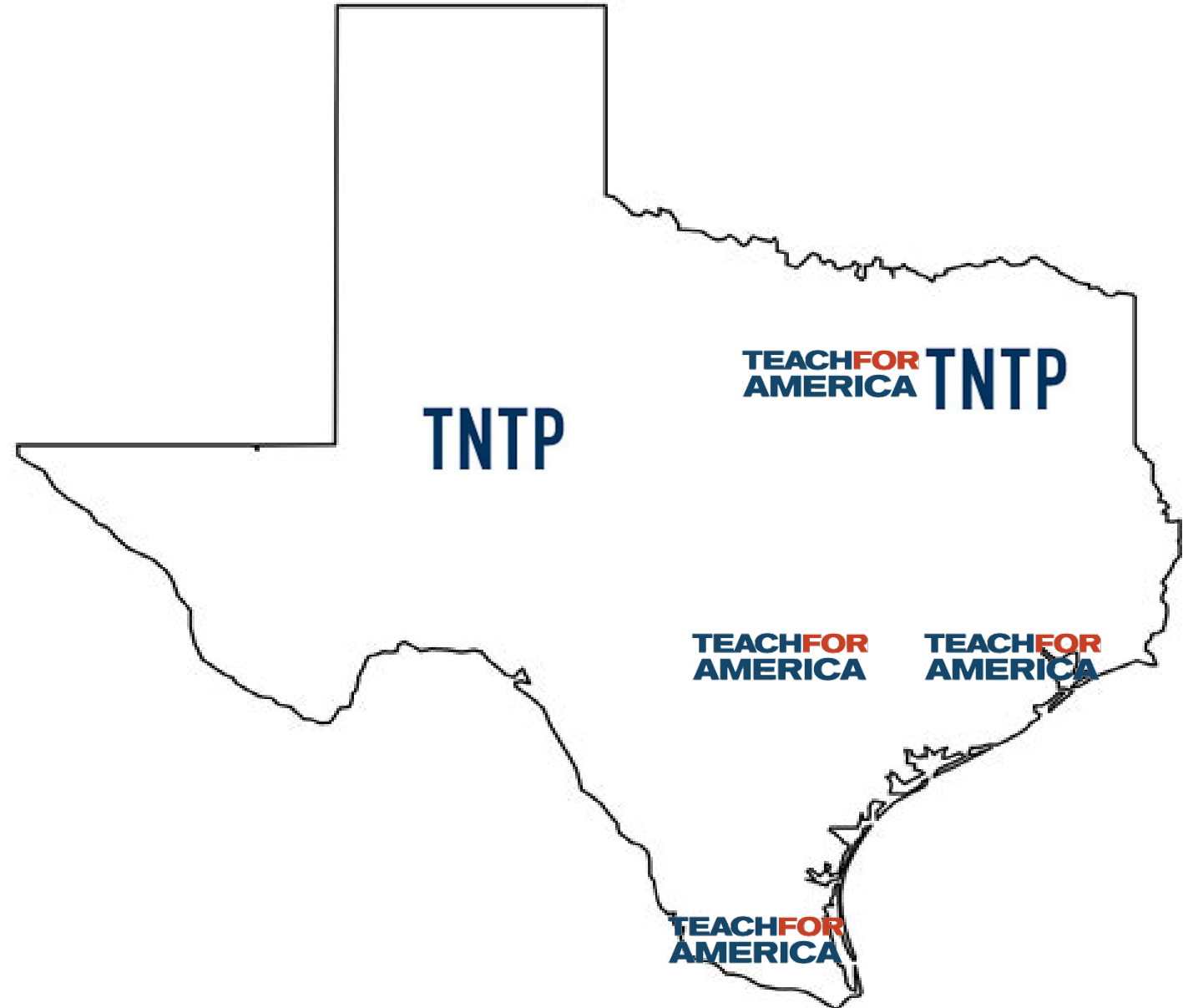
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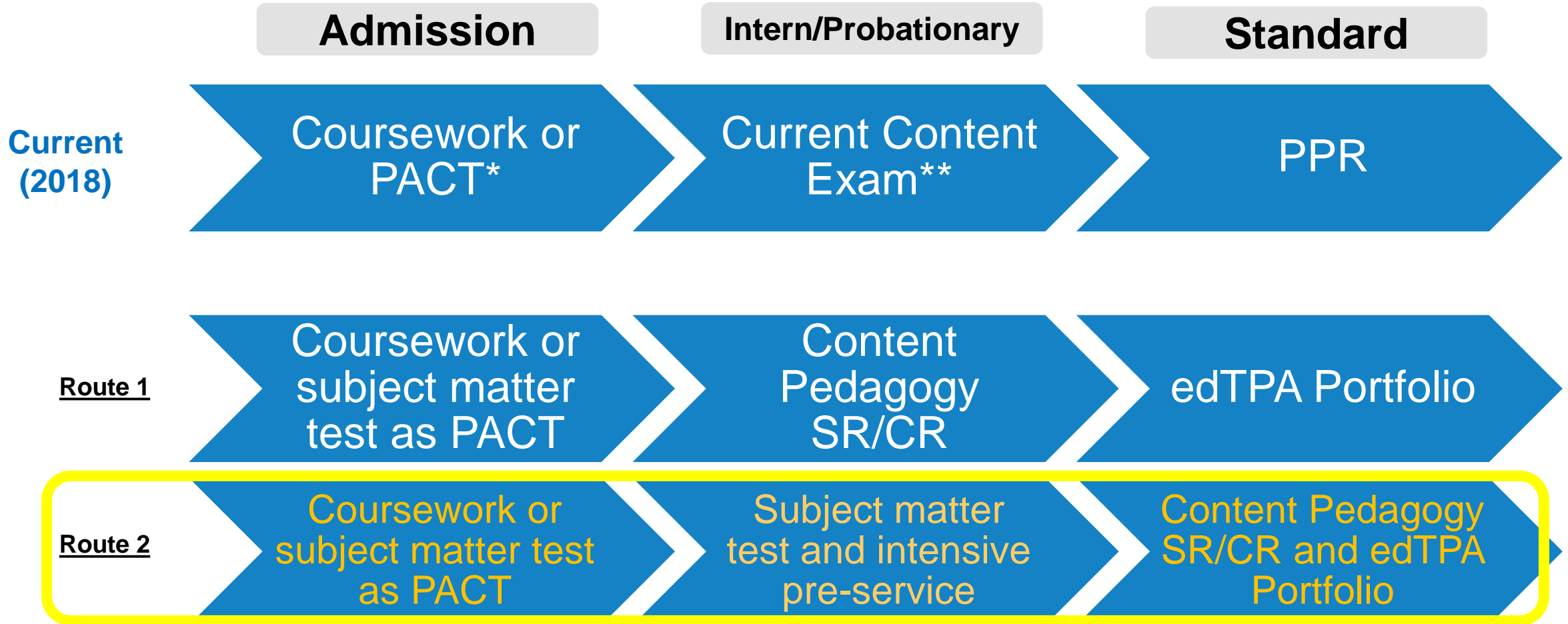
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How can we focus on pre-service practice?

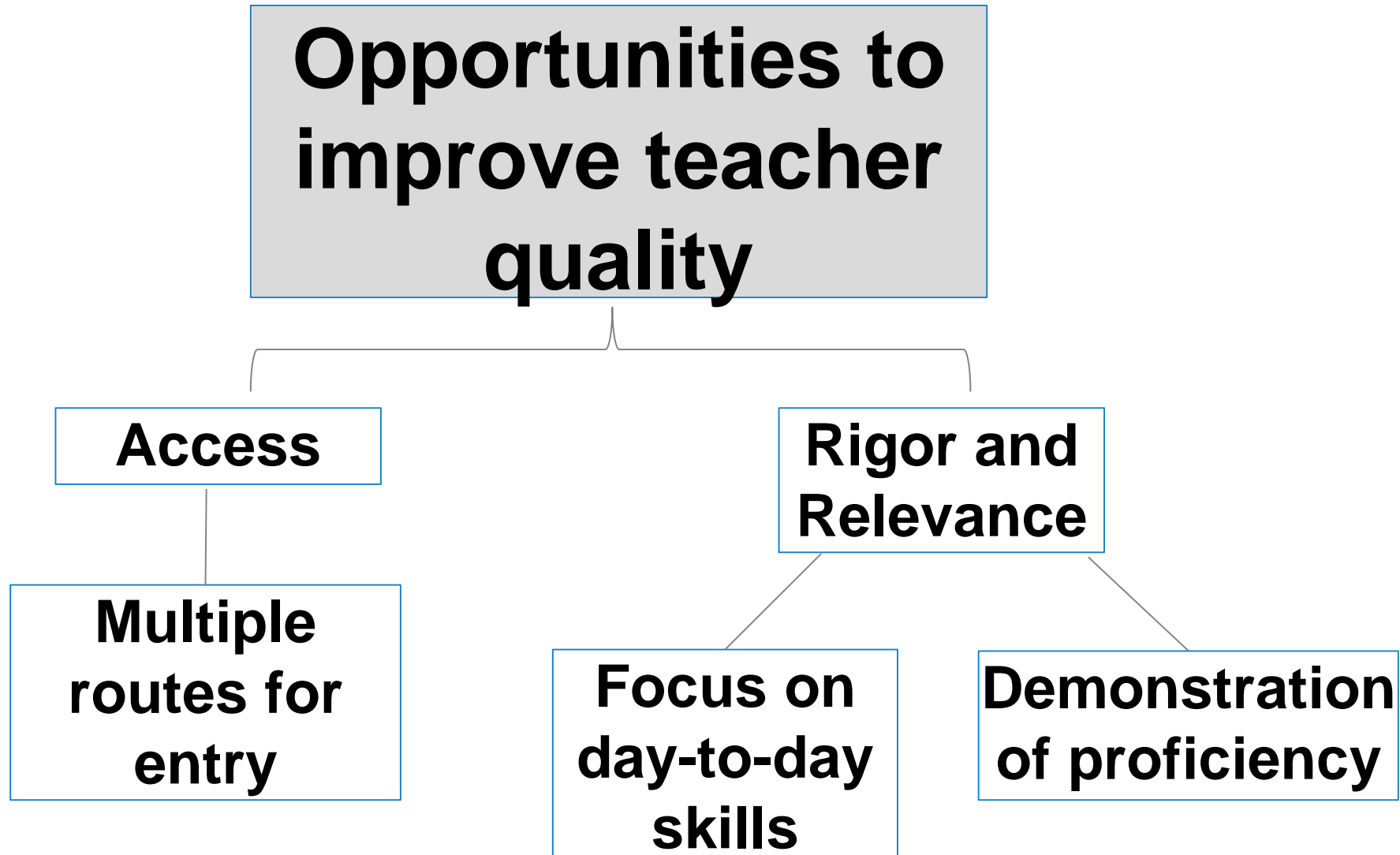
Intensive pre-service provides opportunities for candidates to practice classroom teaching with support prior to their first day of teaching (most likely during summer school).



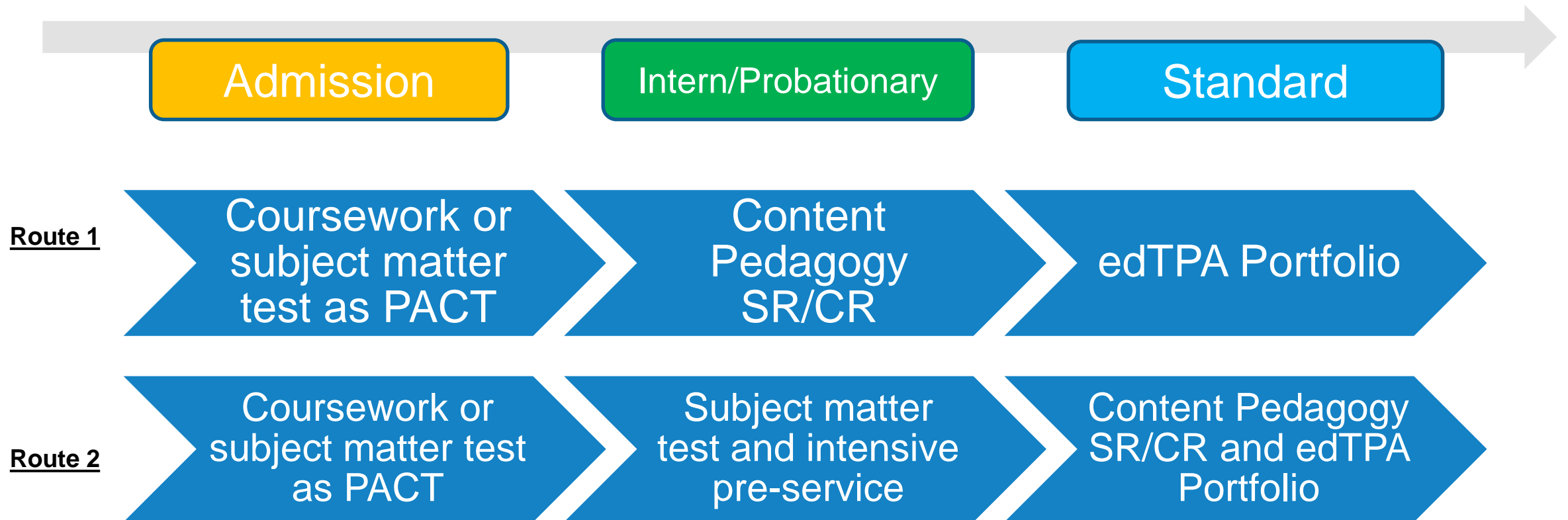
Preparation of the profession



Theory of Change



2021 Goal Pathway



*not used for EPP accountability and does not need to have strict alignment with TEKS

What will this mean for candidates and students?

You are in the fifth year of working in the budgeting/accounting department of a corporation and long to resume the work you did in college as a Math tutor at the local middle school. You search your networks and are recommended an educator preparation program that starts the summer before you start teaching and runs 8-5 p.m. for 6 weeks. The 6 weeks will include training and opportunities for you to teach summer school. The program states that each teacher will be assigned an instructional coach and receive at minimum of one observation/feedback cycle per week. You excitedly contact the Educator Preparation Program and they admit you given your 15 hours of Math courses on your transcript.

The summer literally flies by. The first two weeks are focused on training, instructors go deep into classroom management and lesson planning. Each session includes a time for you to practice the skills that were just taught. You begin to feel more comfortable giving clear, precise directions and questioning techniques. At the end of the second week, you take a content-only Math test on a Saturday morning. Since the content was what was covered in your coursework, you pass the first time.

For the next four weeks, you also fall in love with your summer school students. You lead teach for an hour each morning and support your fellow teachers until noon. Then you head off to training or to a one-on-one coaching session. At the end of the summer, you have received multiple rounds of feedback and can see your growth on the instructional rubric provided. Upon successful completion of the intensive pre-service, you are formally hired at your school.

Over the course of the year, the training and coaching you receive is focused on continuously improving the lesson planning, teaching, assessment, and reflection cycle. You focus so much on the training and coaching and are pleasantly surprised when both your content pedagogy test and edTPA are aligned to the same skills you have worked on all year long with your program.

What is the impact on students?

Recommended Test Development Timeline

For December 2018 Test Pilot	For September 1, 2019 Test Launch	For January 1, 2020 Test Launch	For September 1, 2020 Test Launch	For January 1, 2021 Test Launch	For September 1, 2021 Test Launch	Future Development** – Core Content
<ul style="list-style-type: none"> Principal as Instructional Leader 	<ul style="list-style-type: none"> Family and Consumer Sciences Composite Hospitality, Nutrition, and Food Science Human Development and Family Studies* 	<ul style="list-style-type: none"> EC-3 Content* Science of Teaching Reading* Educational Diagnostician Subject matter tests 	<ul style="list-style-type: none"> T&I Workforce Training (6-12) Counselor Health PE ESL Supplemental ELAR 4-8** 	<ul style="list-style-type: none"> SPED (can include TASC, TASC-ASL, Visually Impaired, Braille, and Deaf and Hard-of-Hearing) 	<ul style="list-style-type: none"> ELAR 7-12** Bilingual Supplemental BTLPT – Spanish edTPA 	<ul style="list-style-type: none"> Science: 2023-2024 test launch Math: 2025-2026 test launch Social Studies: 2027-2028 test launch

*Brings under one certification vendor within one contract

**Future test development will follow TEKS review schedule

Potential concerns

Concern	Response
<p>The focus on content pedagogy will require alternative programs to teach content.</p>	<ul style="list-style-type: none"> The current model often divorces content and pedagogy in a way that inadequately prepares candidates to deliver instruction in rigorous content. This preserves wide flexibility in how programs deliver instruction and looks only to the outcomes. Research indicates that content knowledge for teaching is the strongest teacher-level predictor of student achievement.
<p>These constant changes don't give us any time to adjust.</p>	<ul style="list-style-type: none"> These are a series of steps that build on previous steps to improve the effectiveness of beginning teachers and seek to connect the certification and training process with the delivery of effective instruction.
<p>Instead of preparing candidates to enter the classroom, we're now going to be spending our limited time preparing them for the current content test.</p>	<ul style="list-style-type: none"> Prior to the teacher's first year of teaching, programs and candidates have the flexibility to choose between intensive pre-service work or passing the content exam. Ultimately, programs and candidates are responsible for passing the content exam, but this ensures that candidates receive training in an integrated approach to content and pedagogy.
<p>We're double-testing candidates for the same content.</p>	<ul style="list-style-type: none"> Programs have the flexibility to choose whether to require candidates to pass both a subject matter test and the current content test.
<p>This increase in rigor will lead to fewer teachers being able to gain certification.</p>	<ul style="list-style-type: none"> Programs will need to adjust their training to focus on the content pedagogy skills required for the day-to-day tasks of a teacher.
<p>Implications for bilingual and special education teachers</p>	<ul style="list-style-type: none"> The structure, content, and number of tests required for these certifications will be developed with input from a wide variety of stakeholders.

Key messages

- Because of the phase-in schedule, this will **minimize** the **sudden impact** of changing all certificate areas at once.
- Improving the preparation and skills of incoming teachers will **reduce turnover**.
- In 2016-17, **747** individuals on probationary certificates **quit teaching mid-year**. Even if those teachers only taught 22 kids, that would equate to over **16,000** **students** who were abandoned mid-year.

That's roughly the number of students in Bryan or Abilene ISD.

Next Steps



Educator Testing Contracts

Testing Vendors and Components

NCS Pearson, Inc.	Educational Testing Service
Administration and Maintenance of Current Testing Programs: TExES, TExMaT, TASC and TASC-ASL	Performance Assessment for School Leaders (PASL)
New test development and rollout of edTPA	Effective September 1, 2019, PASL required for issuance of the Principal as Instructional Leader certificate or endorsement
Transition activities underway and new contract begins September 1, 2018	

Proposed Testing Fees for SBEC Rule

Service	Fee
Test fee (per test) for current certification examinations	\$116
Test fee (per subject test) for test codes 801-809 – Core Subjects	\$58
Test fee (per test) for enhanced selected-response/constructed-response assessments	\$136
Test fee (per subject test) for enhanced selected-response/constructed-response assessments for test codes 801-809 – Core Subjects	\$70
Test fee (per test) for enhanced selected-response/constructed response administrator and student services assessments	\$200

Agenda for the day

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Accountability System for Educator Preparation (ASEP)

Today's Goals Regarding EPP Accountability

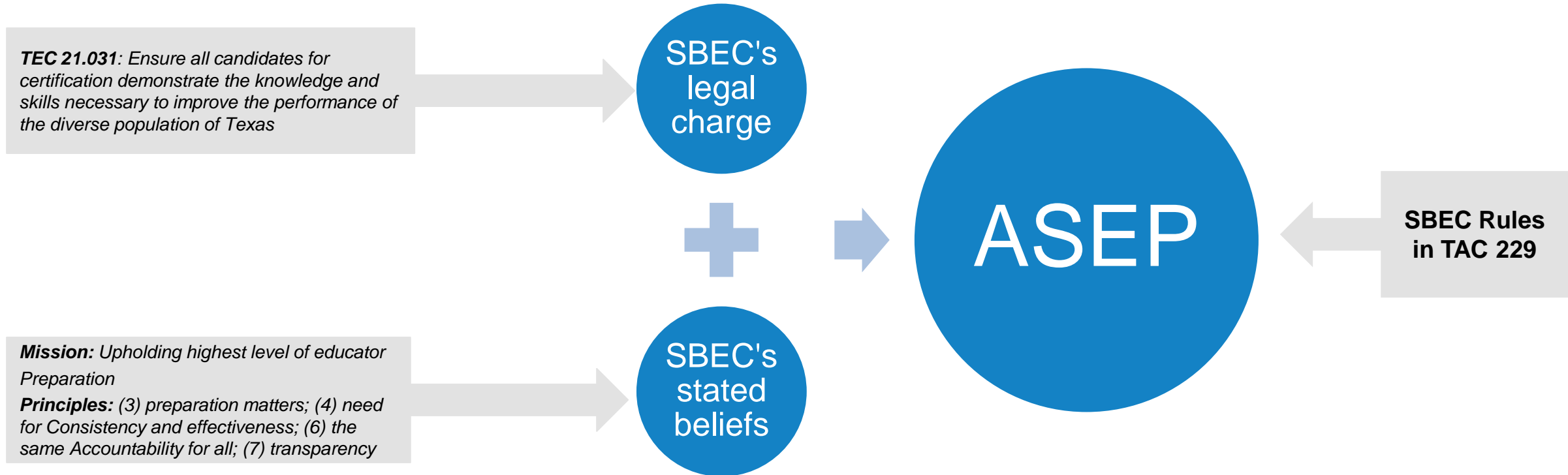
- Illuminate our shared understanding of the value of SBEC's EPP accountability system
- Articulate how ASEP works and is working
- Capture SBEC's perspective on how to highlight successful EPPs

EPP Accountability

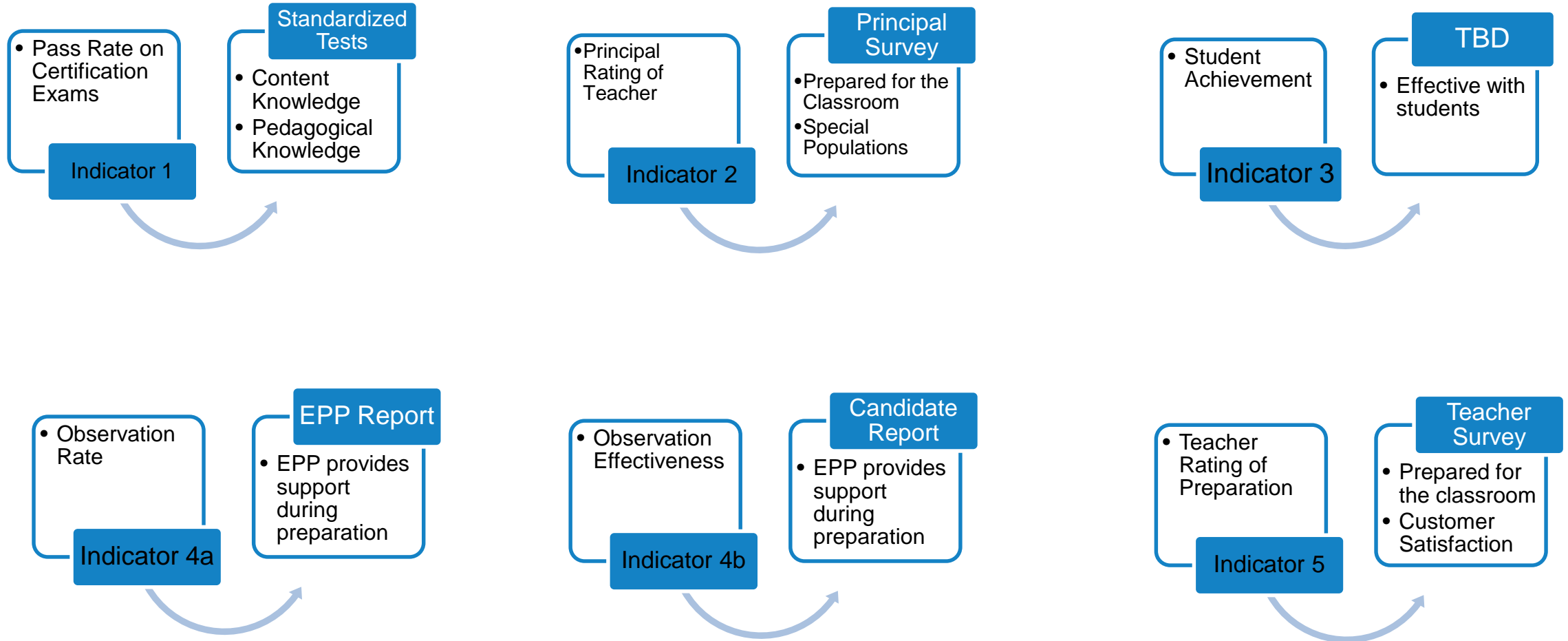
Why does SBEC have an accountability system for EPPs?

- 1) Write your thoughts
- 2) Discuss with a neighbor/table team
- 3) Group debrief

EPP Accountability



ASEP Indicators



Reflect: How does the way we assess EPPs lead to better prepared teachers?

Roll out of new indicators

ASEP Indicator	Description of Indicator	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1. Certification Exams	Pass rate for pedagogy and professional responsibilities (PPR) exams on the first two attempts.	80%	85%	90%	90%	90%
	Pass rate for non-PPR exams related to candidates' declared fields on the first two attempts.		75%	80%	85%	90%
2. Principal appraisal of first-year teachers	Percentage of first-year teachers designated as Sufficiently or Well Prepared.	70%*	75%	80%	85%	90%
3. Improvement in student achievement	Achievement and achievement growth of students taught by teachers in first 3 years.	Indicator and implementation timeline under development				
4. Field Supervision	Percentage of candidates on internship and clinical teaching experiences who received the required number of field observations of required duration.	95%	95%	95%	95%	95%
	Percentage of candidates on internship and clinical teaching experiences who rate field supervision as Frequently or Always/Almost Always providing the components of structural guidance and support.	85%*	90%	90%	90%	90%
5. Satisfaction of new teachers	Percentage of new teachers who report that they were Sufficiently or Well Prepared by their program at the end of their first year of teaching under a standard certificate.	Pilot complete Summer 2018, performance standard and implementation timeline under development.				

Note: * denotes Report-Only year for standard

Accreditation Sanction Process

Getting to WARNED: Indicators & Rules

- Fail standard for overall in one year, or
- Fail standard for 2 groups in one year, or
- Fail standard for 1 group in two years, or
- Violation of SBEC rules

Accredited:
WARNED

What happens when status is WARNED

- **Require Action plan**
- Appoint monitor (optional)
- Require professional services (optional)
- Require technical services (optional)

Getting to PROBATION: Indicators & Rules

- Fail standard for overall in two years, or
- Fail standard for 3 groups in one year, or
- Fail standard for 1 group in three years, or
- Violation of SBEC rules

Accredited:
PROBATION

What happens when status is PROBATION

- **Require Action plan**
- Appoint monitor (optional)
- Require professional services (optional)
- Require technical services (optional)

Getting to REVOKED: Indicators & Rules

- Probation for three consecutive years, or
- Assigned probation for one year and SBEC determines revocation is "reasonably necessary"

Not Accredited:
REVOKED

What happens when status is REVOKED

- Program accepts recommendation, or
- Program disputes the recommendation at SOAH, or
- Program agrees to close in lieu of revocation

Current 2016-17 Accreditation Ratings

- Accredited – 118
- Accredited: Warned – 4
- Accredited: Probation – 8
- Accredited: Not Rated – 3
- Pending August Meeting – 2


Highlighting EPP Success

"An accredited EPP may receive commendations for success in areas identified by the SBEC."

- **What should SBEC measure to determine top-performing programs?**
- **How should SBEC recognize EPP success?**

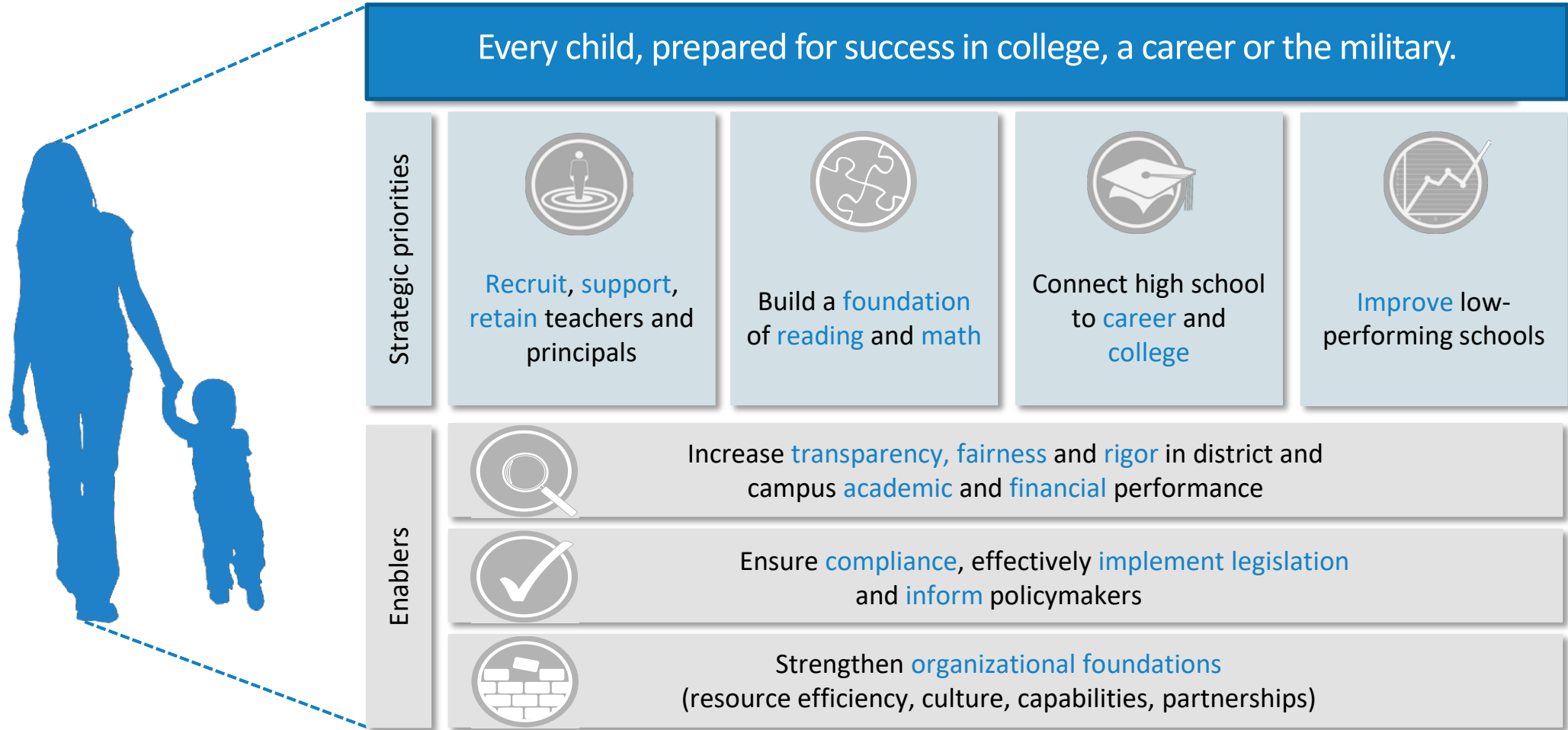
Please provide your thoughts using the feedback form

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Fostering EPP/School Partnerships

TEA Strategic Priorities



The Texas Teacher Pipeline



Texas Future Farmers of America Association

- 1,000+ Chapters
- 100,000 Students

compared to...



Texas Association of Future Educators

- 250 Chapters
- 4,000 Students

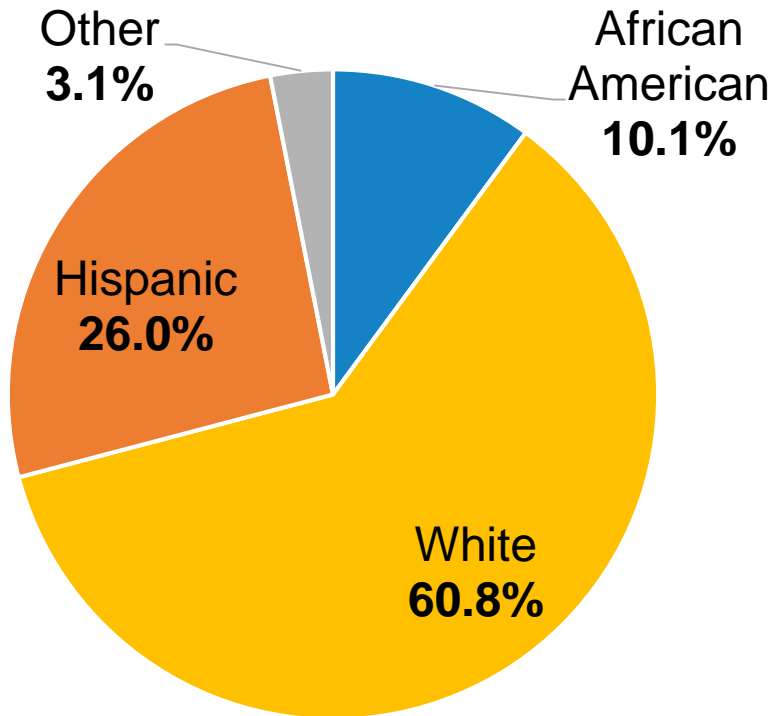


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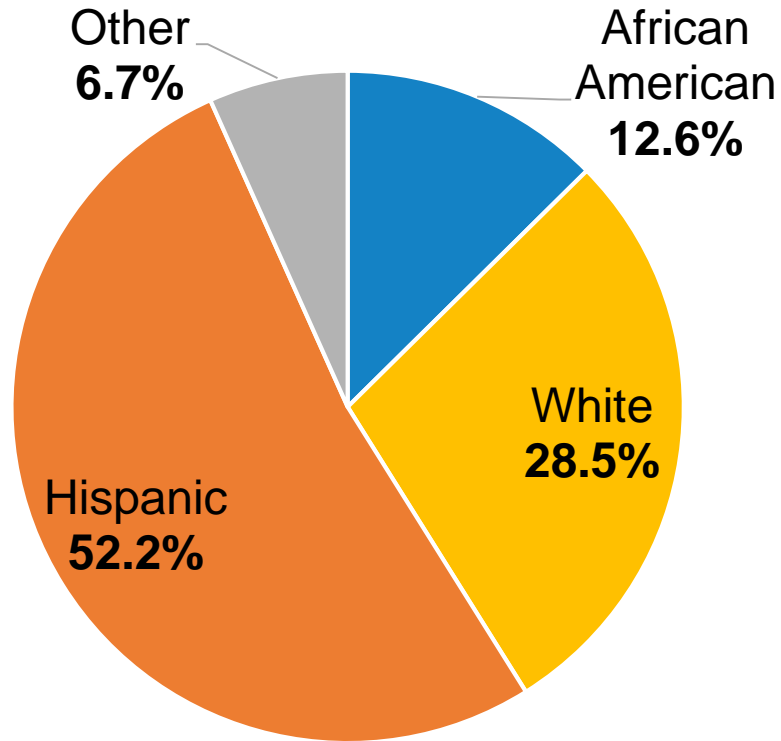
of Texas high school students are considering the teaching profession according to ACT/SAT survey data.

The need for more diversity in our Texas Teaching Workforce

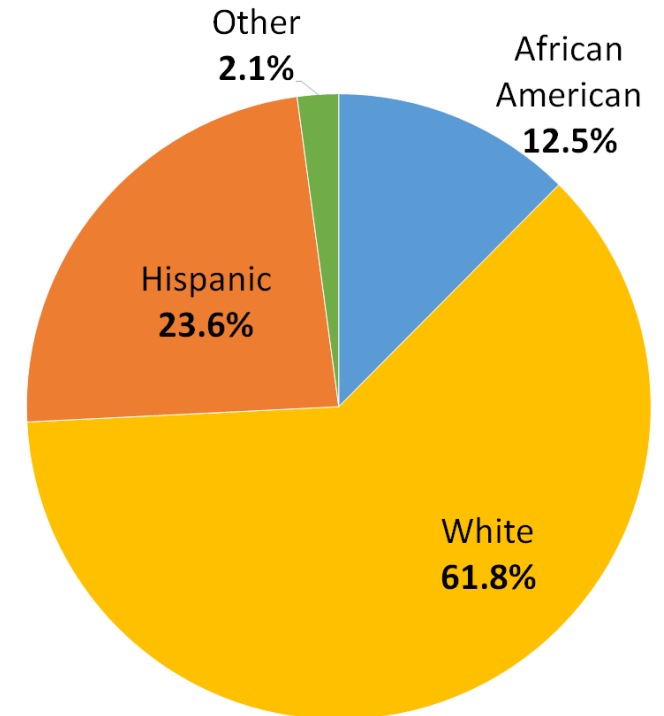
Teachers



Students



Principals



Grow Your Own Initiative: Goals

- Increase the **quality** and **diversity** of the teaching workforce, particularly in **small/rural districts** throughout Texas
- Elevate the **perception of the teaching profession** through the development and facilitation of **high-quality Education and Training courses** at the high school level



Pathway 2

Transition of Paraprofessionals,
Instructional Aides, and Long-Term
Substitutes to Full-Time Teaching
Roles

Pathway 1

Master's Degree Stipend
to Support Education
and Training Course
Implementation

Pathway 3

Teacher Candidate
Year-Long Clinical
Teaching Assignment

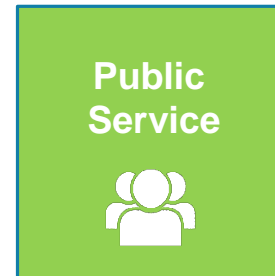
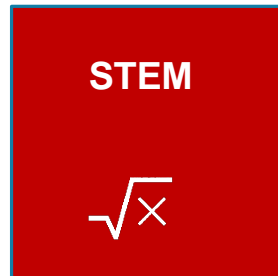


Grow Your Own Teachers

60% of U.S. teachers teach within 20 miles of where they went to high school

Foundation Requirements

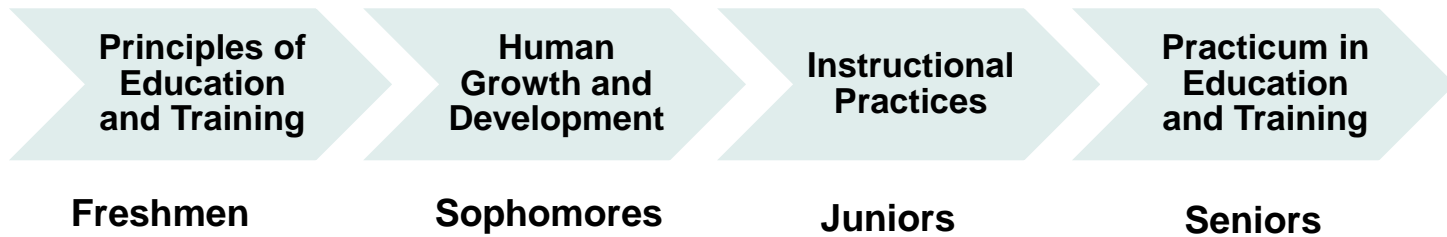
+ Endorsement



High School students can be a high-leverage target population for GYO

Education & Training Pathway High School Courses

Offered in 30% of Texas Districts



Offered in <20% of Texas High Schools



Grow Your Own Teachers



2018-19 grants were awarded using a streamlined application process

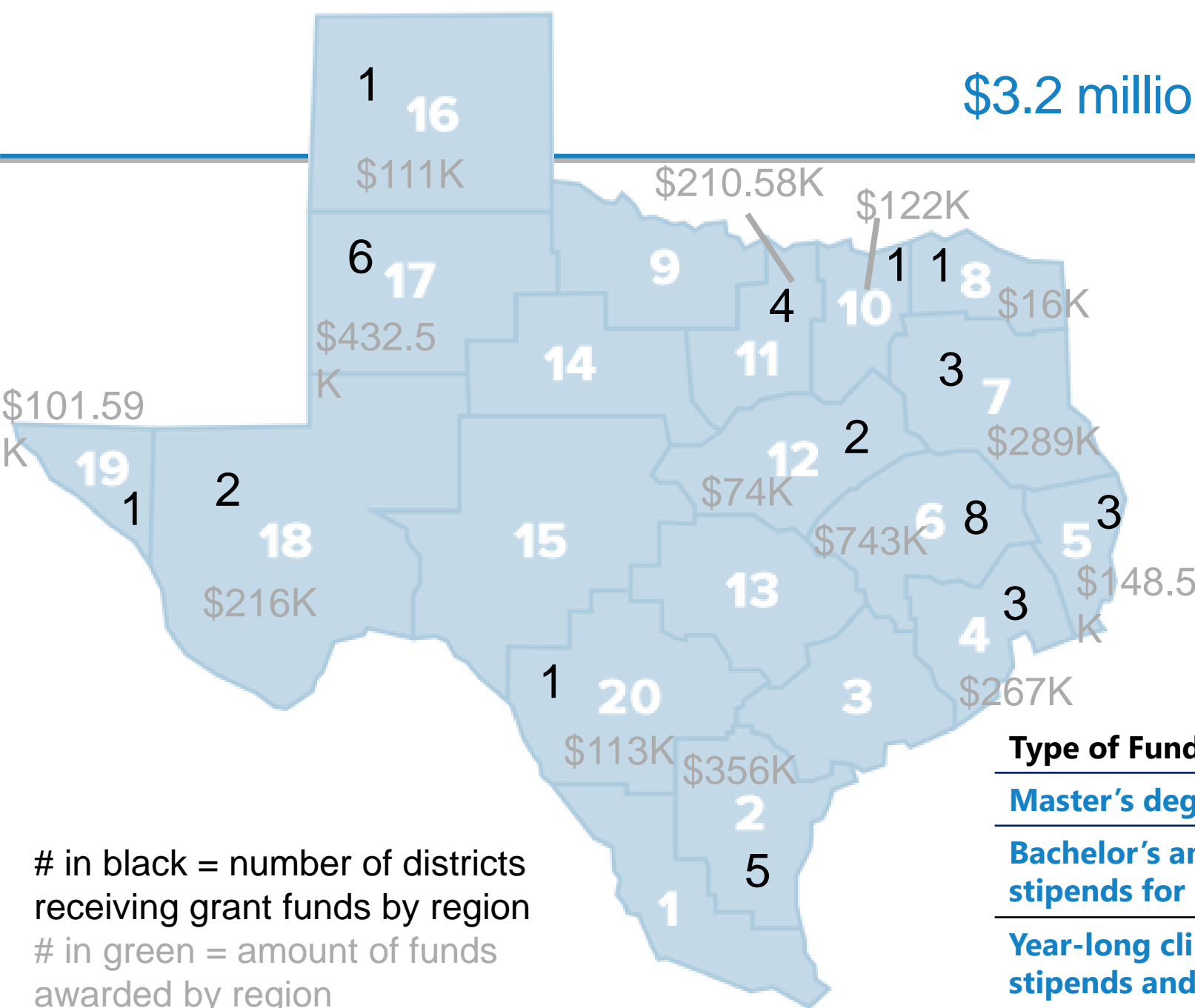
48 Pages



10 Pages



\$3.2 million in grants to Districts & EPPs



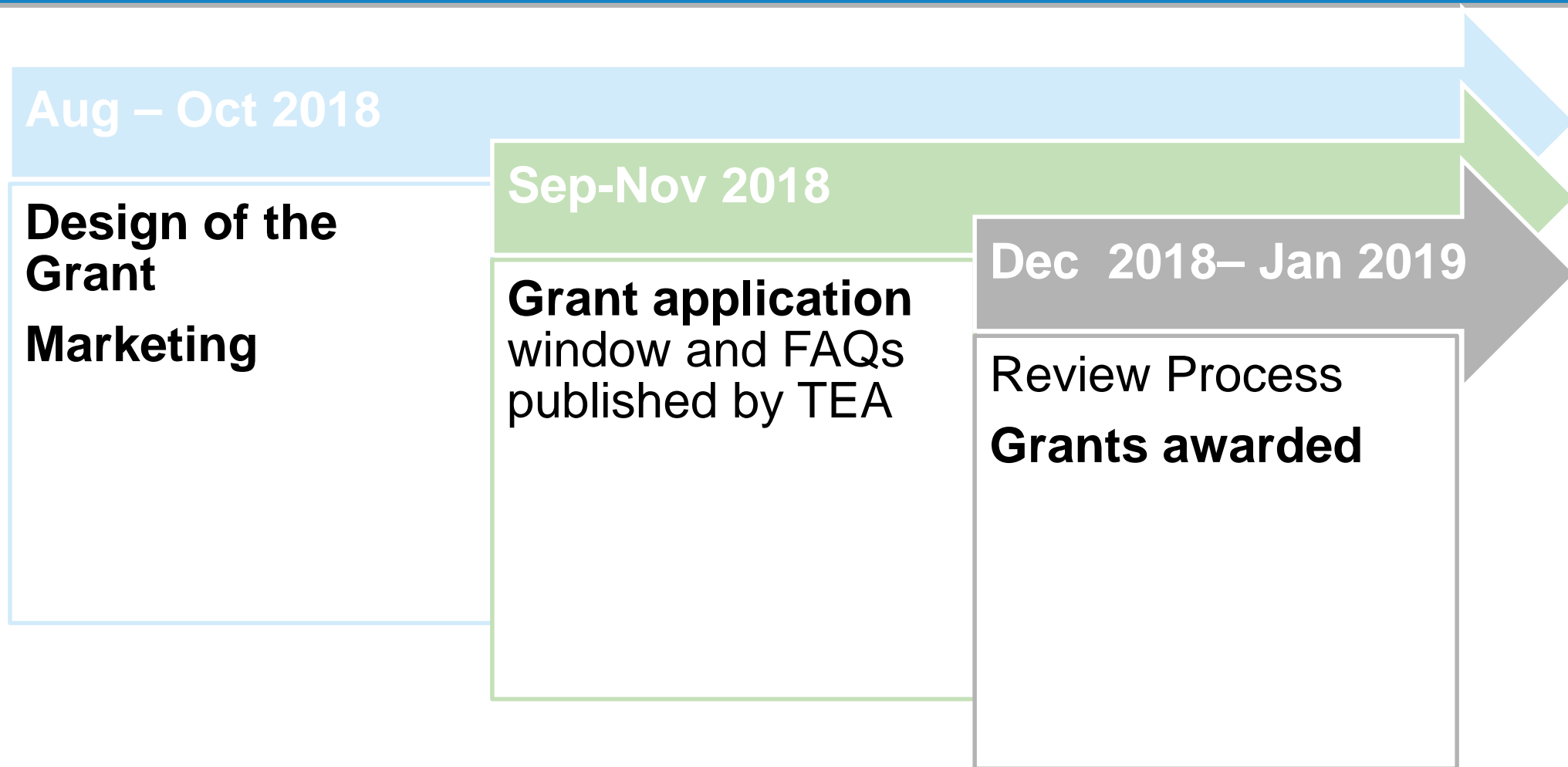
in black = number of districts receiving grant funds by region
 # in green = amount of funds awarded by region

Student Enrollment	Districts
<500	11 (27%)
500-999	7 (17%)
1000-4999	14 (34%)
>4999	9 (22%)

Type of Funding	Districts	Participants
Master's degree stipends	22 (53%)	49 (18%)
Bachelor's and/or certification stipends for paraprofessionals	27 (66%)	195 (73%)
Year-long clinical teaching stipends and supervisory funding	8 (20%)	23 (9%)



2019-2020 grant application cycle



\$5 million in Principal Preparation Grants to increase the quality and diversity of the candidate pool

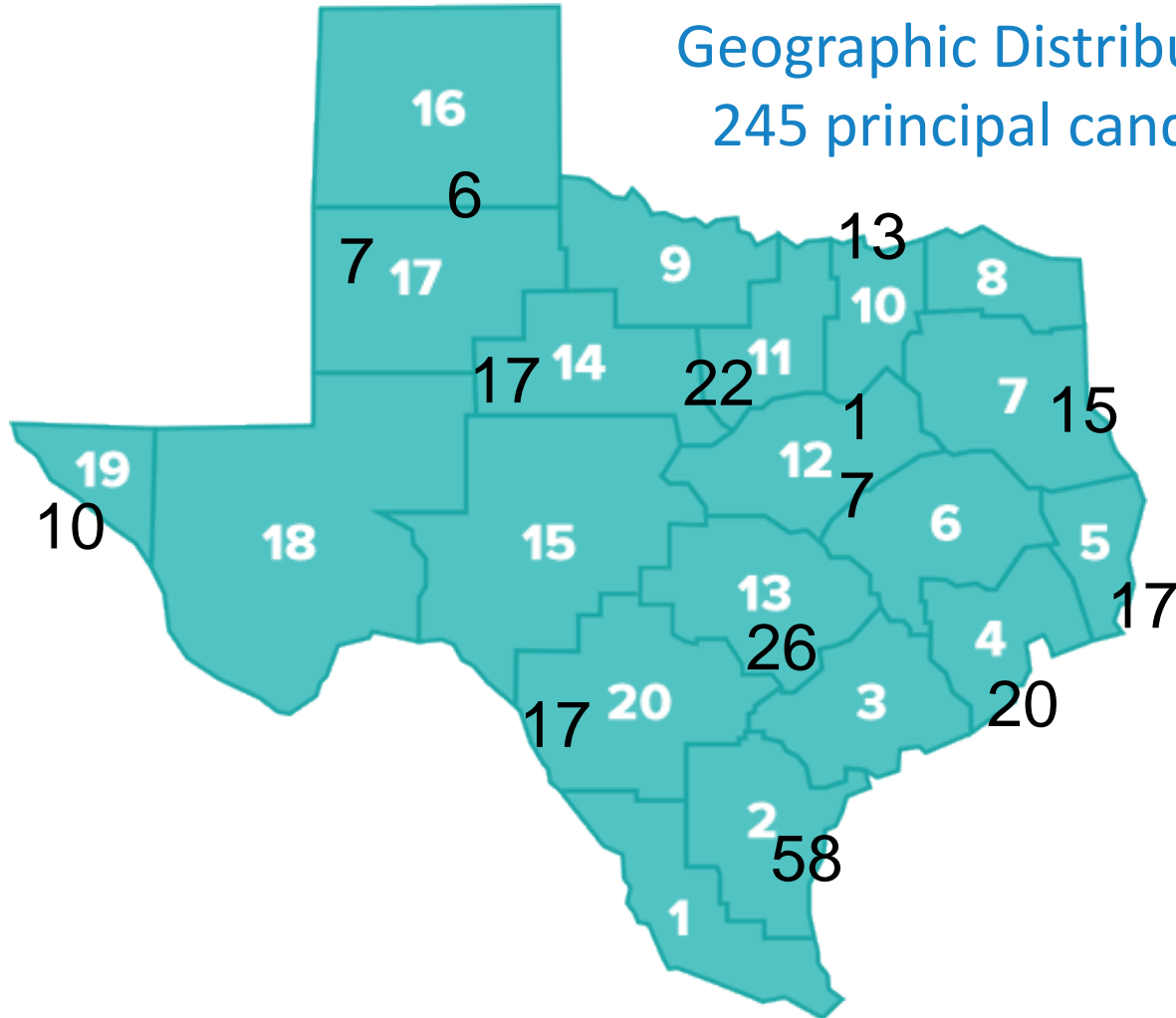
Up to \$13,000 per candidate to cover:

- Tuition reimbursements
- Certification and testing costs for the new principal exam



Principal Preparation Support Grants to increase the quality and diversity of candidates

Geographic Distribution of 245 principal candidates



Awarded EPPs

- ESC 2
- ESC 4
- ESC 5
- ESC 11
- ESC 12
- ESC 13
- ESC 14
- Houston Baptist
- Lamar University
- Sul Ross State
- Tarleton State
- Texas A&M Kingsville
- Texas State
- Texas Tech
- U of Houston
- UT-Arlington
- UTSA
- UT-Tyler
- West Texas A&M

Principal Preparation Grants Cycle 1: Diversity Outcomes

Category	White	Hispanic	Black	Other
Current Cert Holders	59.93%	22.91%	14.47%	2.69%
Current APs*	52.35%	27.37%	17.44%	2.84%
Current Principals*	62.86%	23.09%	12.03%	2.02%
Grantees	49.79%	33.87%	14.69%	1.63%

**Based on 2016-2017 data*

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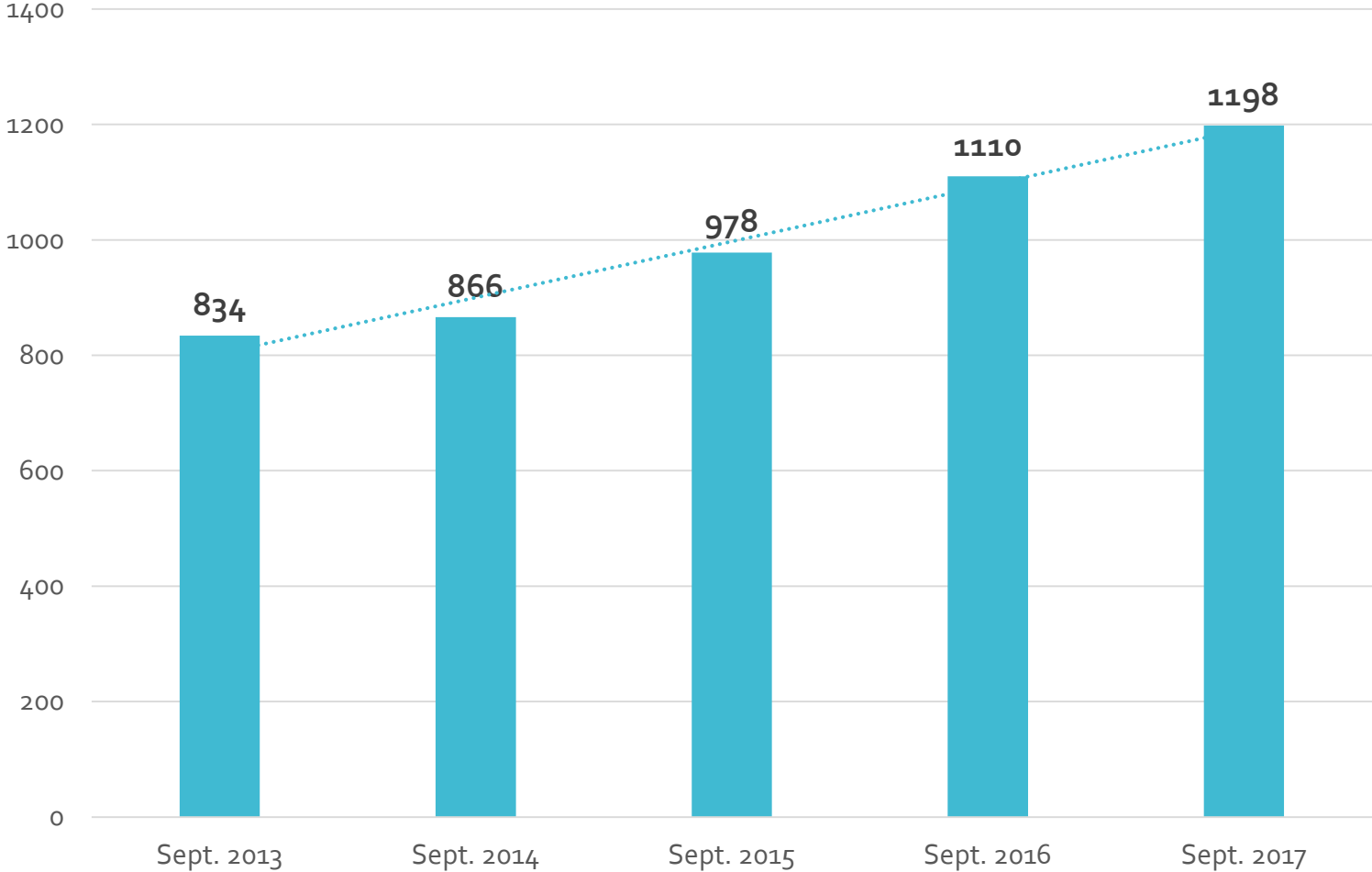


SBEC Educator Discipline

A Guide to Procedures and Rules

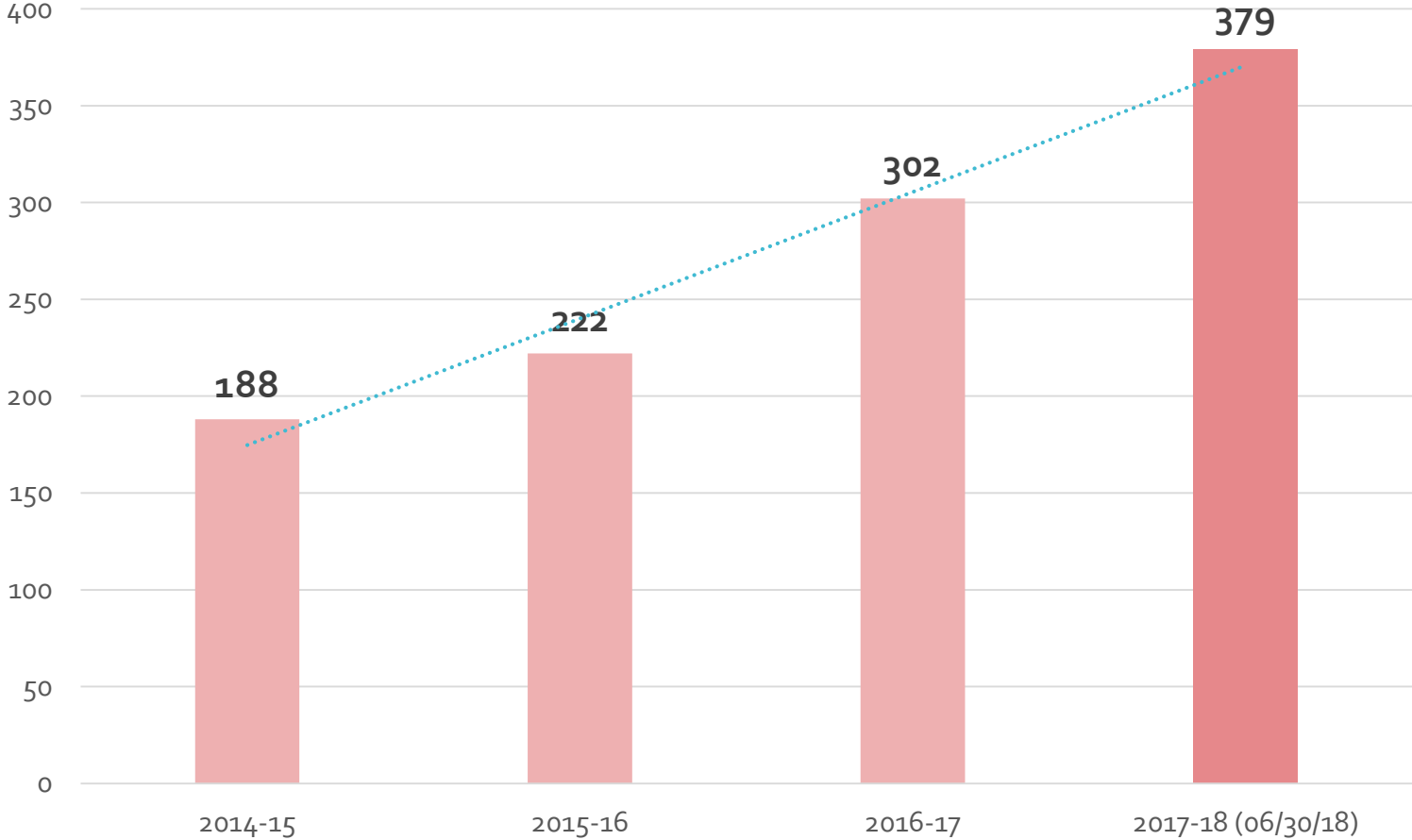
Increasing Caseload

All Cases Under Investigation

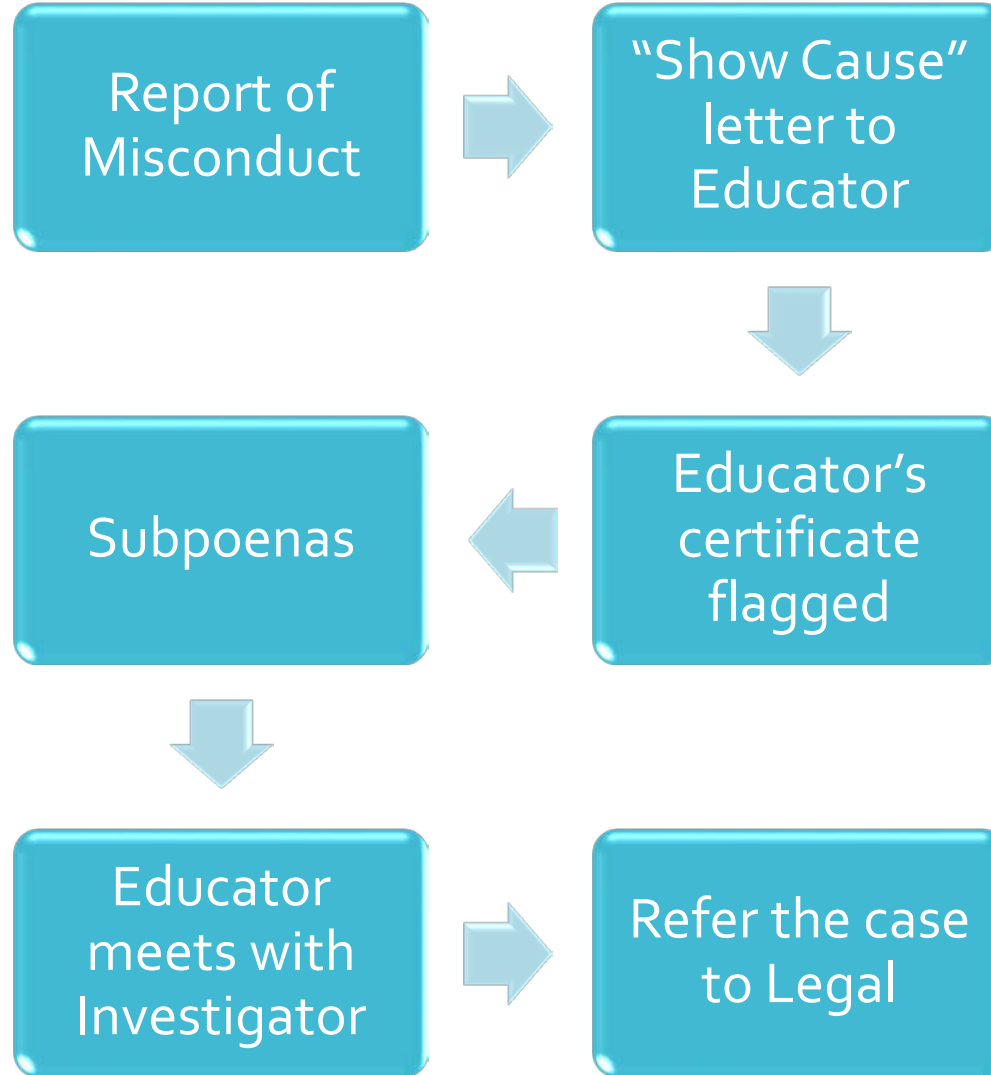


Increasing Caseload

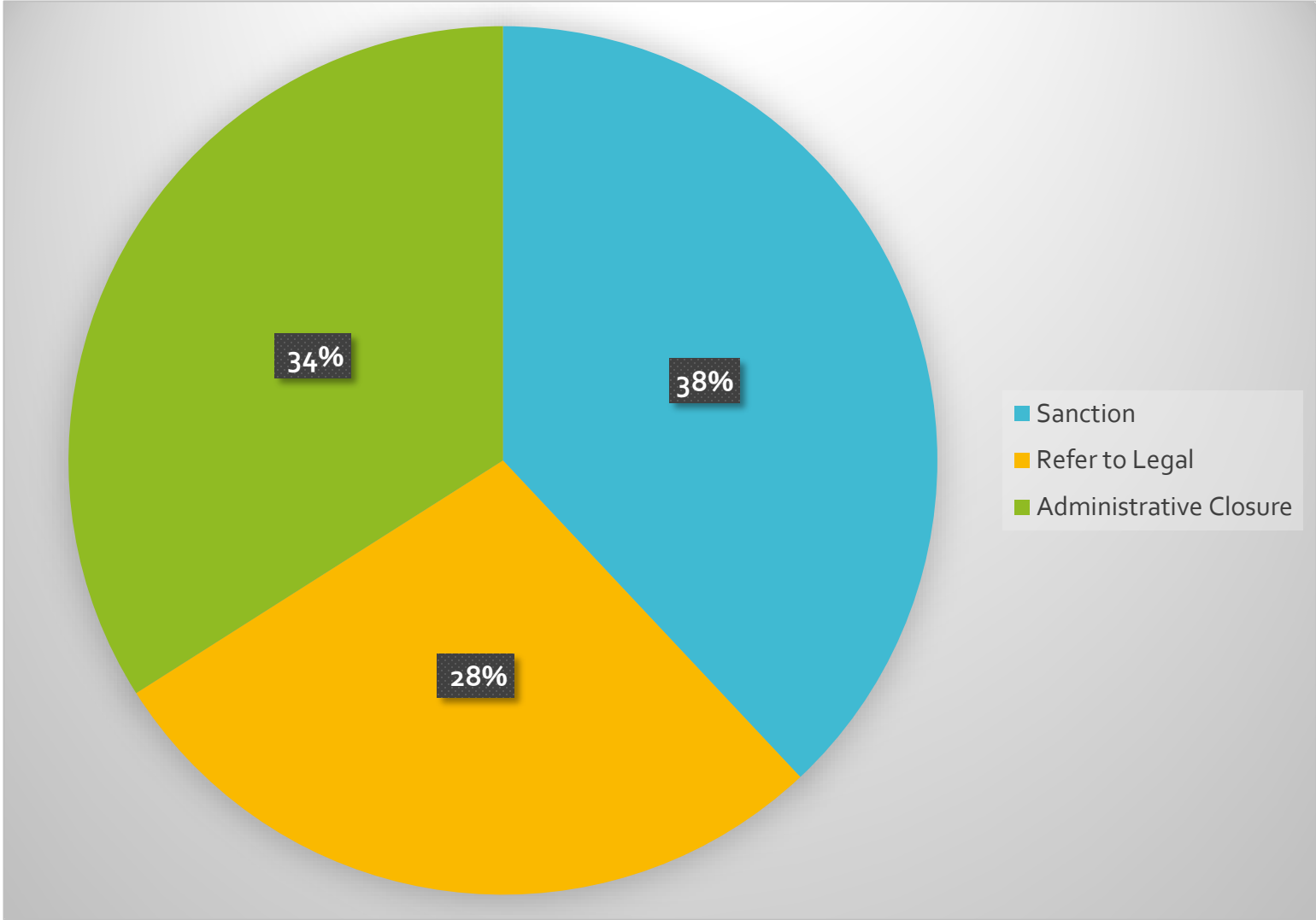
Inappropriate Relationship with a Student / Minor (IRWSM) Investigations Opened



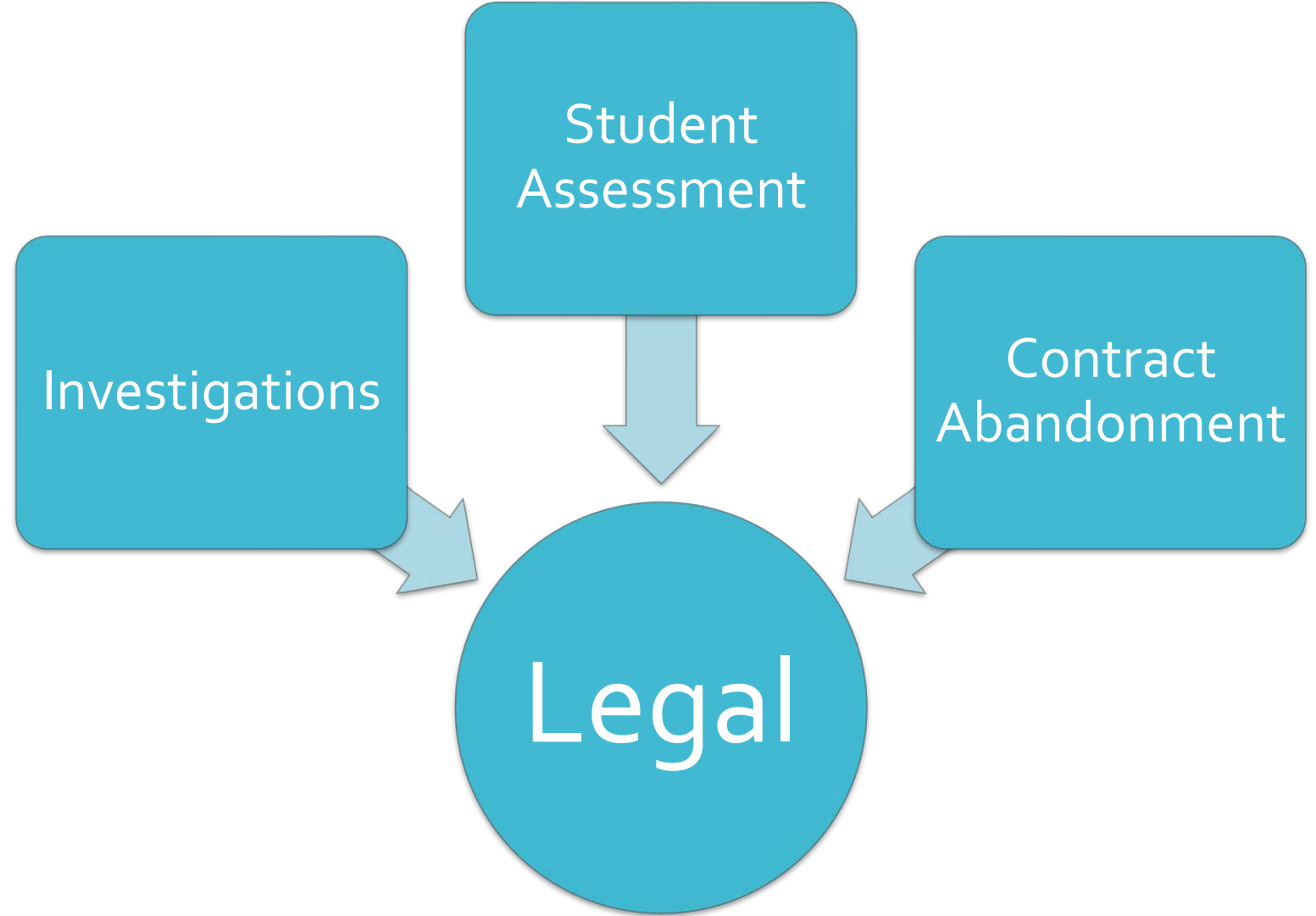
Investigations Process



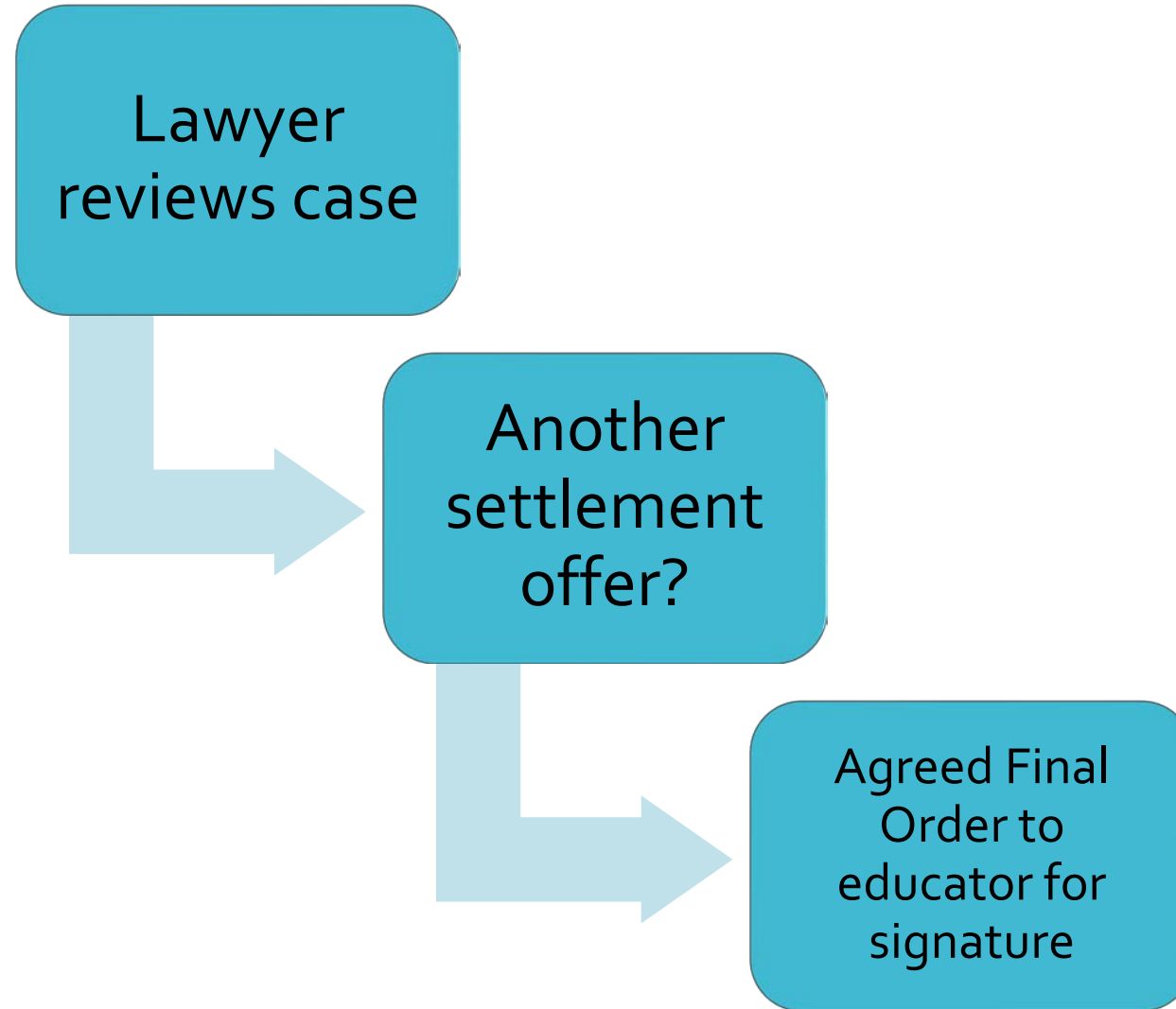
Investigations: Outcomes



Legal Process



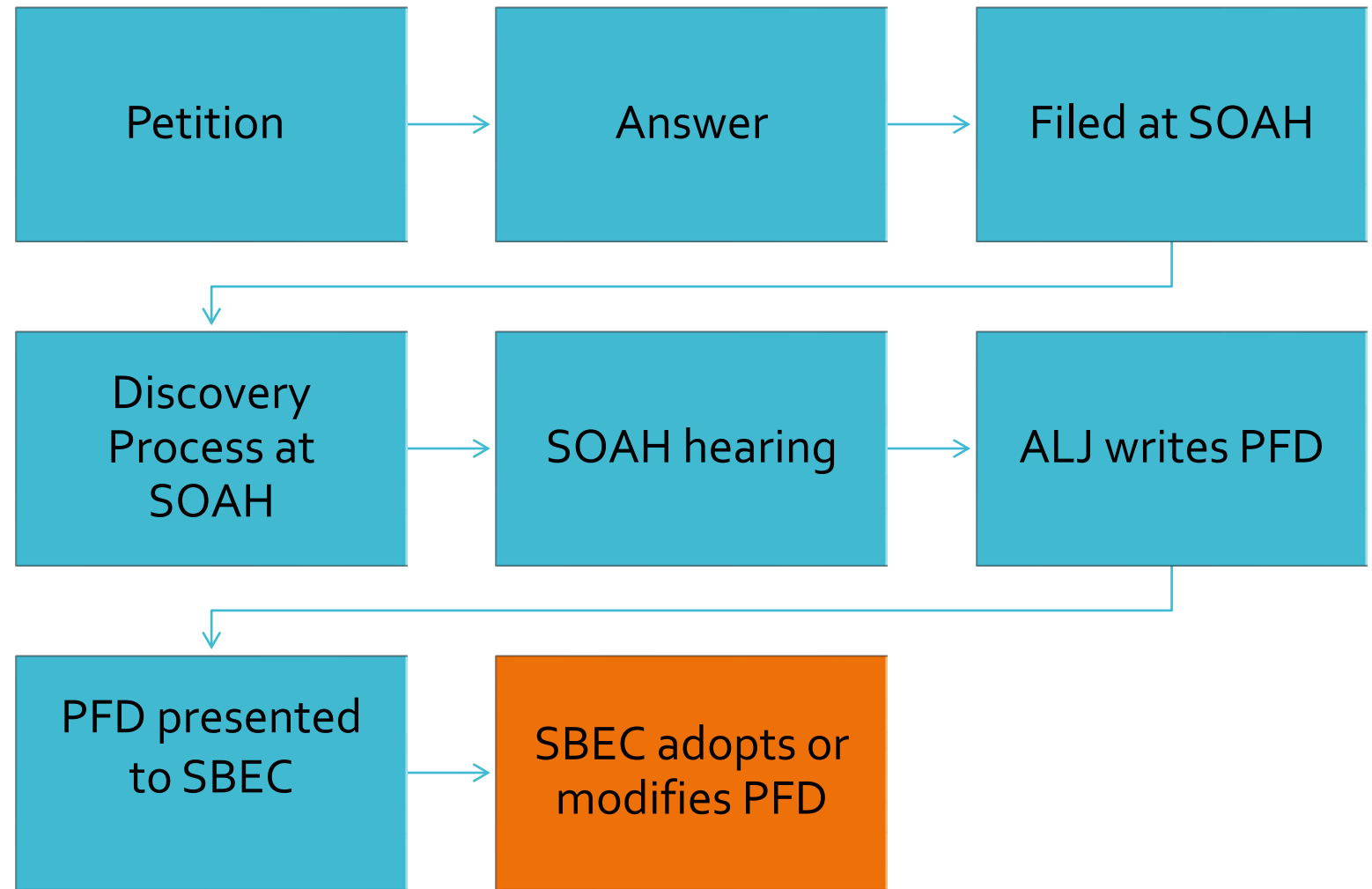
Legal Process: Settlement



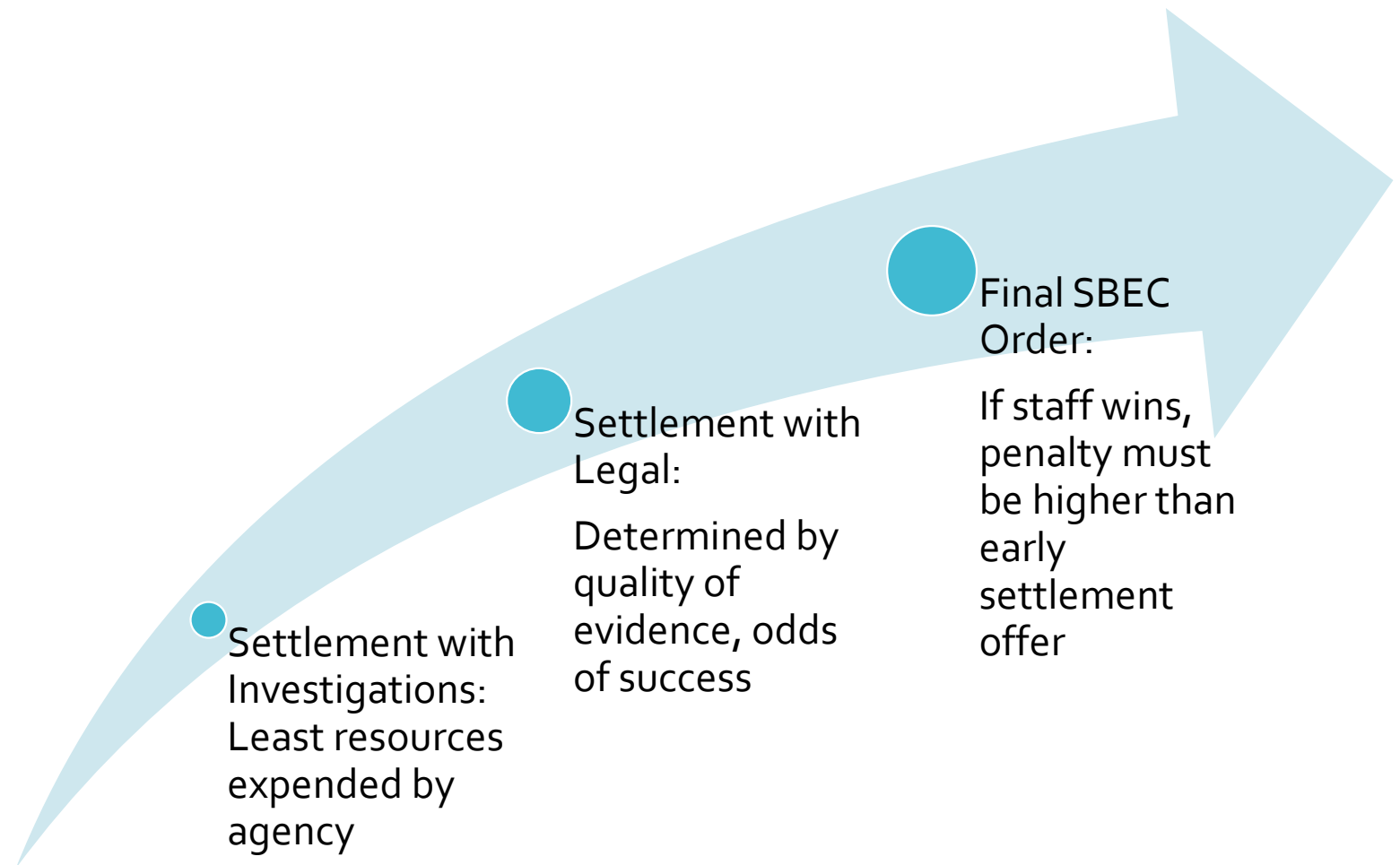
Legal Process: Default or SOAH



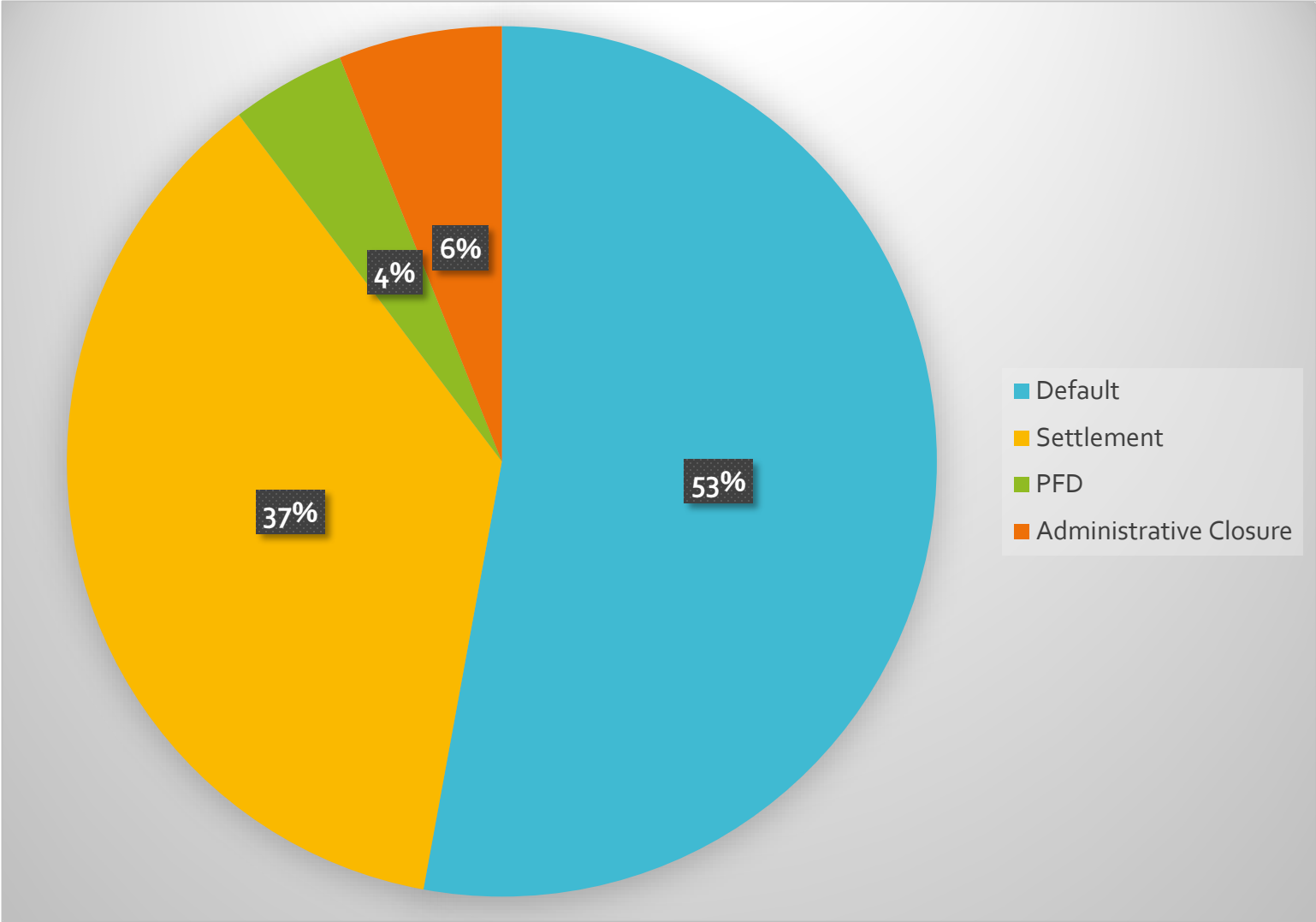
Legal Process: Contested Case Process



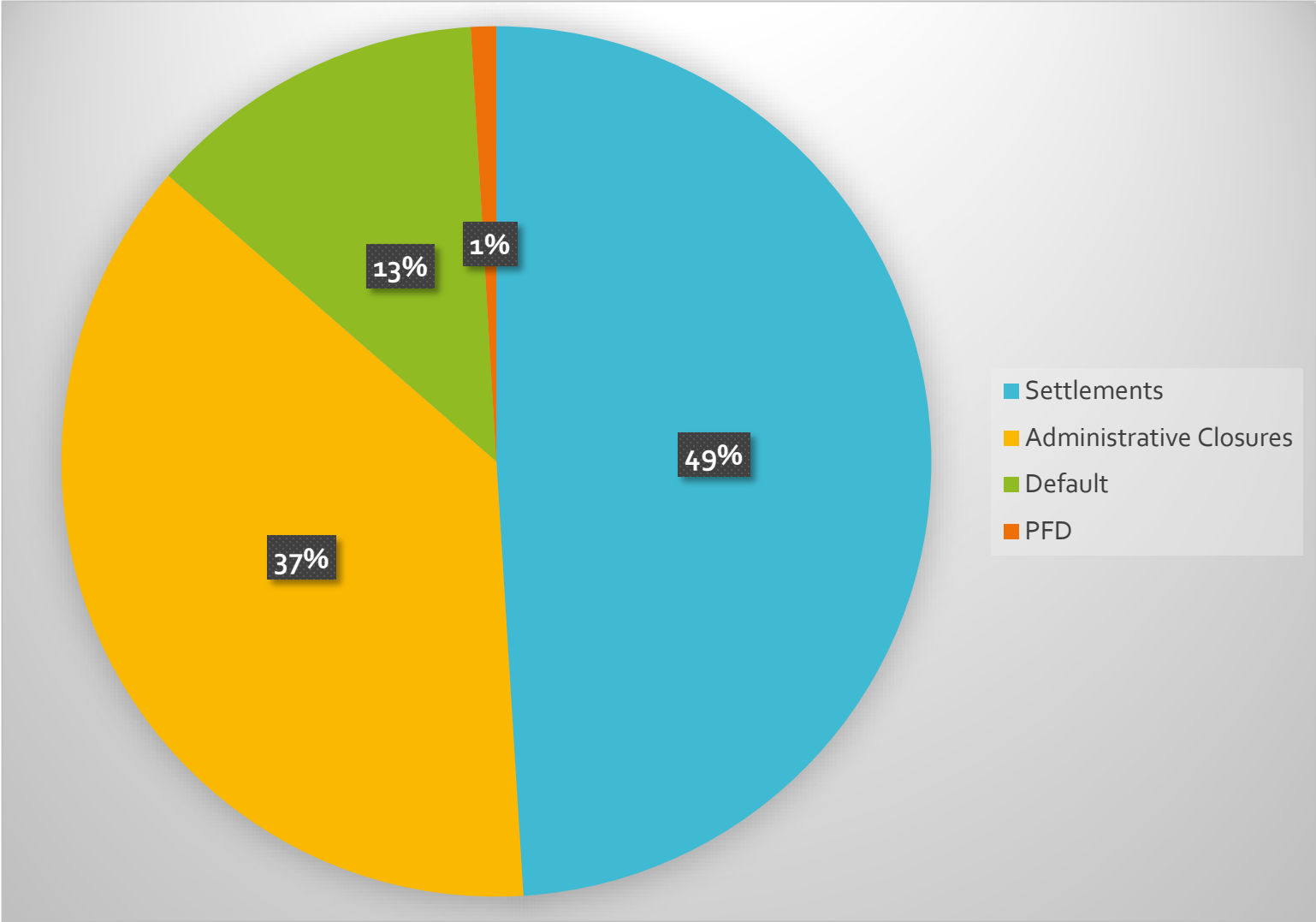
Settlement



Legal Process: Outcomes



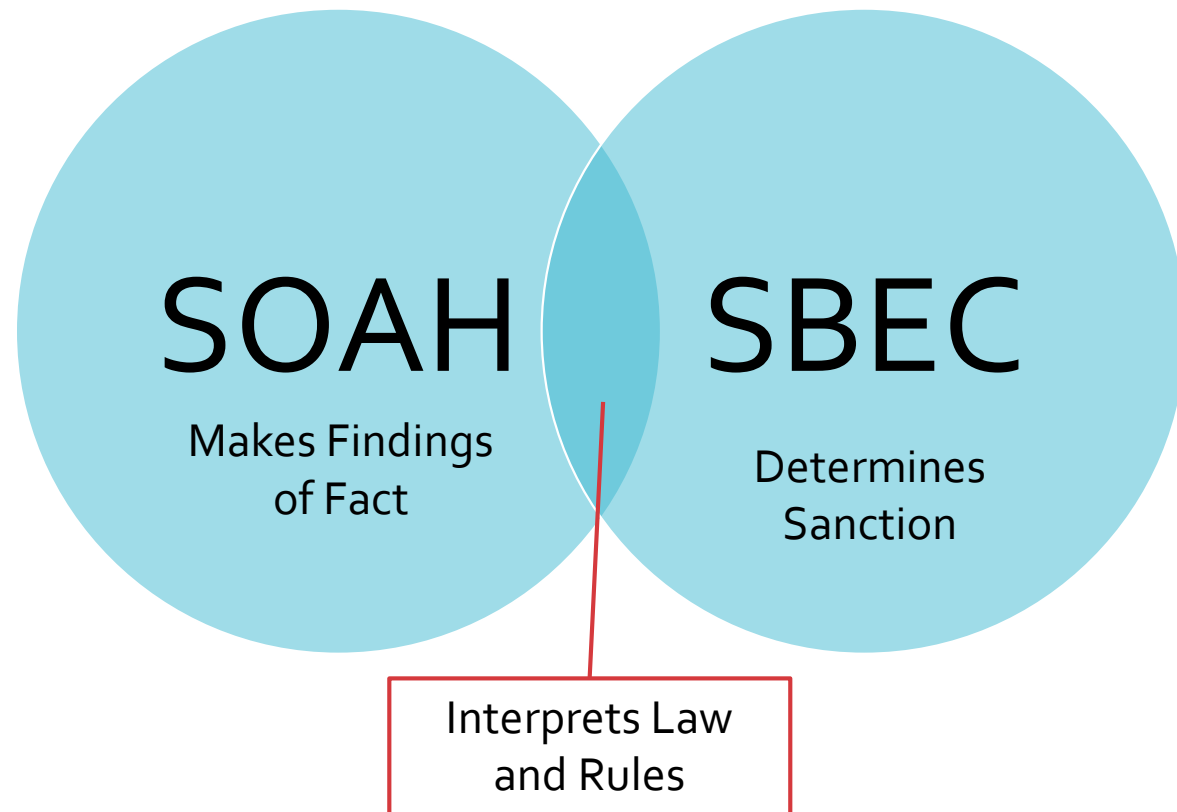
Overall SBEC Case Outcomes



Types of Orders

- Agreed orders
 - Settlement between SBEC and educator
- Defaults
 - Educator fails to either answer petition or show at hearing
- PFDs
 - Judgment of ALJ following hearing at SOAH

Powers of SOAH and SBEC





SBEC Rules





Types of Sanctions



- Non-inscribed reprimand
- Inscribed reprimand
- Probated suspension
- Suspension
- Voluntary surrender in lieu of revocation
- Revocation
- Permanent revocation
- Administrative fines for failure to report

--Tex. Admin. Code §249.15

Mitigating and Aggravating Factors



- Seriousness of the violation
- Whether the misconduct was premeditated or intentional
- Attempted concealment of misconduct
- Prior misconduct
- Whether the sanction will deter future violations

--Tex. Admin. Code §249.17

Minimum Sanction: Felony Conduct



- **Agreed order, educator not working:**
 - Suspension concurrent with the term of deferred adjudication or community supervision
- **Agreed order, educator working:**
 - Suspension beginning on the date of the order and lasting beyond the end of the educator's deferred adjudication or community supervision
 - Suspension may be shorter than the initial court-ordered term
- **Agreed order, deferred adjudication or community supervision complete:**
 - Suspension beginning on the effective date of the order for a period at least half as long as the initial court-ordered term of deferred adjudication or community supervision
- **Final order (default or PFD):**
 - Suspension for a period equal to the term of deferred adjudication or community supervision beginning from the date of the final board decision

Minimum Sanctions



- Misdemeanor conduct: Incribed Reprimand
- Test security violation: One-year suspension
- Drugs or alcohol on campus: One-year suspension and completion of treatment program
- Superintendent fails to report: Incribed reprimand and \$5,000 administrative penalty
- Principal fails to report: Incribed reprimand and \$500 administrative penalty

Mandatory Permanent Revocation



- Any sexual contact or romantic relationship with a student or minor
- Solicited any sexual contact or romantic relationship with a student or minor
- Possessed or distributed child pornography
- Registered as a sex offender
- Committed criminal homicide
- Transferred, sold, or distributed controlled substance on school property
- Intentionally, knowingly, or recklessly caused bodily injury to a student or minor when the conduct of the educator or applicant is not immune from disciplinary proceedings by TEC, §22.0512; or
- Committed a crime under Texas Penal Code Title 5 against a victim under age 18

Contract Abandonment



- **Good cause:**

- Serious illness of the educator or close family member
- Relocation to a new city as a result of change in employer of the educator's spouse
- Significant change in the educator's family needs

Contract Abandonment



- Mitigating factors:
 - Written notice to school district 30 days in advance
 - Assisted school district in finding a replacement educator
 - Worked until the school district hired a replacement educator
 - Trained replacement educator
 - Good faith in communications and negotiations with school district
 - Provided lesson plans

Contract Abandonment

- Minimum sanction
 - Agreed order:
 - If not working, one year from the date of abandonment
 - If working, one year from the date of the order or a future date in the summer
 - Final order:
 - One year from the date of the order

SUSPENDED

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SBEC Legislative Priorities

Prior SBEC Legislative Priorities

1. Expand required reporting of educator misconduct to SBEC to include principals to ensure that alleged misconduct on campuses is adequately reported and investigated.
2. Expand outcome-based accountability for educator preparation programs.
3. Establish reciprocity opportunities for educators certified in another state or country to become certified in Texas by demonstrating proficiency on appropriate indicators aligned with the state's teacher evaluation system.

Preparing for the 86th Legislative Session


1. Review SBEC Member Input

- Laurie Bricker
- Suzanne McCall

2. Discuss any Additional Priorities

3. Next Steps

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Objectives

TEA staff will provide:

1. Context
2. Updates
3. Recommendations

SBEC members will provide:

1. Feedback
2. Direction
3. Questions

Evaluation and feedback

