

## Effective Preparation Framework

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**Background:** The State Board for Educator Certification (SBEC) and a wide range of stakeholders have shared a consistent desire to define a Texas vision for high-quality educator preparation and support Educator Preparation Programs (EPPs) to improve the quality of their preparation program. In the summer of 2021, the SBEC charged TEA staff with developing a framework to support this vision. That fall, TEA worked with Educate Texas to convene the Texas Teacher Preparation Regulatory Committee, made up of over twenty (20) practitioners from around the state to develop an initial draft Effective Preparation Framework (EPF) based on recommendations from SBEC's Educator Preparation Stakeholder Group (EPSG). The EPSG has convened on numerous occasions from 2021-2023, continuing to engage diverse stakeholders, including a wide range of EPPs, to refine and strengthen the EPF.

**Goal:** The goal of the EPF is to support EPP continuous improvement through the development of a shared vision for high-quality educator preparation in Texas. It is grounded in evidence-based best practices in educator preparation, in Texas, that lead to the development of well-prepared teacher candidates who are equipped to engage and support the diverse population of students in Texas.

**Structure:** The EPF consists of five foundational **LEVERS** that EPPs pull to ensure that novice teachers are well-prepared and have demonstrated the knowledge and skills necessary to improve the performance of the diverse student population of Texas: EPP Leadership and Planning, Talent Recruitment and Management, P-12 Partnership, Curriculum, and Instruction and Support. The levers work together as an integrated whole. A set of **ESSENTIAL ACTIONS** for each lever describe what the most effective EPPs do to support powerful educator preparation, and for each essential action, **KEY PRACTICES** define high-level performance with specificity.

## EPP Leadership and Planning

*Develops, implements, monitors, and continuously improves program systems and structures aligned to the program's vision, mission, guiding principles, and strategic plan.*

### Essential Action 1: Vision, Mission, Guiding Principles

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

### Essential Action 2: Strategic Planning

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

### Essential Action 3: Implementation, Monitoring, and Reflection

3. **Program consistently implements, monitors, and reflects on progress towards goals and leading actions within the strategic plan.**
  - 3.1. Provides access to, training on, and integration of data systems in practice for all preparation program staff and faculty and prioritizes the ongoing collection of reliable, leading, formative measures.
  - 3.2. Implements key strategies aligned to the topline goals and their timebound objectives with fidelity.
  - 3.3. Measures timebound objectives that support prioritized goals, including performance relative to intended priority outcomes.
  - 3.4. Monitors progress toward goals related to coherence and successful implementation of partnership practice, talent recruitment and management, curriculum, and training, and instructional and support.
  - 3.5. Establishes performance routines that strengthen the practice of individual faculty and staff to address and achieve prioritized outcomes.

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## Essential Action 4: Continuous Improvement Practices

4. **Program demonstrates a programmatic-wide commitment to continuous improvement in mindsets, practices, and enabling conditions and systematic collection, analysis, and use of data to make programmatic decisions.**
  - 4.1. Defines clear roles and responsibilities for monitoring the quality of the teacher preparation program, including monitoring the efficacy of data review practices.
  - 4.2. Conducts a regular analysis of key data points relating to programmatic goals, with LEA partners, to make decisions and apply support to improve teacher candidate outcomes and program quality.
  - 4.3. Provides ongoing and responsive training, feedback, and support to program faculty and staff to improve program practices that address objectives and goals for teacher candidate success (i.e., teacher educator pedagogy for practice-based preparation, effective coaching, and feedback practices, etc.)
  - 4.4. Regularly monitors and performance manages the organizational approach to continuous improvement for its utility and efficacy to improve and reach intended programmatic outcomes.

### Talent Recruitment and Management

*Strategically recruits, selects, supports, and retains teacher candidates through successful completion of the preparation program.*

#### Essential Action 1: Admission Standards

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

#### Essential Action 2: Recruitment and Selection

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

#### Essential Action 3: Demonstration of Teacher Candidate Proficiency

3. **Program provides teacher candidates with regular opportunities to demonstrate proficiency of priority competencies, including knowledge and skills aligned to the Texas Essential Knowledge and Skills (TEKS), Texas Teacher Standards, Educator Code of Ethics, certification exam frameworks, and applicable teacher evaluation systems.**
  - 3.1. Designs and/or adopts evaluation instruments to measure the proficiency of practice-based knowledge and skills to reflect the iterative process for teacher candidate development.
  - 3.2. Consistently assesses teacher candidates using valid, reliable, fair, calibrated, and consistent evaluation instruments to monitor progress toward priority competencies.
  - 3.3. Establishes quality monitoring benchmarks throughout the program to evaluate teacher candidate performance so that early support and intervention efforts may be implemented.
  - 3.4. Uses multiple, varied measures (e.g., formative, performance, competency-based) to assess teacher candidate progress and provide continuous improvement opportunities for teacher candidates.
  - 3.5. Designs and implements intervention plans that include targeted and defined supports that address challenges and growth opportunities for teacher candidates based on data from regular progress monitoring benchmarks.

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## P-12 Partnership

*Builds and maintains strong, collaborative partnerships with LEAs by establishing a shared vision, mutual accountabilities, and ongoing governance practices to produce well-prepared beginning teachers ready to meet the partner's needs.*

### Essential Action 1: Program-LEA Partnership Structures

1. **Program establishes formal partnerships with LEAs that include collaborative teacher candidate recruitment, training, placement, hiring, and support for new teachers.**
  - 1.1. Establishes an articulated partnership agreement that includes data-informed shared vision and goals, areas of mutual interdependence, and detailed roles and responsibilities.
  - 1.2. Collaboratively select schools with LEA partners for all practice-based experiences, focusing on supporting prioritized.
  - 1.3. Codifies high-quality mentor teacher selection criteria (i.e., effective practitioners, proficient coaches) with LEA partner and co-selects high-quality mentor, cooperating and host teachers.
  - 1.4. Embeds high-quality faculty and staff within the LEA partner sites who consistently support, coach, and evaluate teacher candidates.
  - 1.5. Aligns preparation curriculum and training with LEA partner curricular materials and coaching protocols.
  - 1.6. Requires faculty and staff to engage in training aligned with the program and LEA partners' instructional priorities to ensure the program's goals, instruction, teacher candidate evaluation tool(s), and coaching practices are aligned with those of their partner LEA.
  - 1.7. Provide targeted, personalized support for teacher candidates' transition to induction with LEA partners and long-term coaching to support new teachers' professional goals and growth in their early years of teaching.

### Essential Action 2: Collaborative Governance

2. **Program and LEA partner engage in ongoing collaborative governance structures that include exchanging data and information to plan, monitor, and improve partnership activities that support teacher candidates.**
  - 2.1. Systematically collects reliable teacher candidate performance data, K-12 partnership feedback, faculty performance data, and teacher candidate outcomes data that informs and fosters partnership activities to support new teachers.
  - 2.2. Analyzes and uses in the aggregate (i.e., for a cohort of teacher candidates, for a given school site, etc.) and disaggregate (in ways that are appropriate for the program) data to assess the quality of the program and partnership.
  - 2.3. Creates data-informed partnership action plans with measurable goals and monitors ongoing progress that supports teacher candidates' professional growth.

## Curriculum

*Designs standards-aligned curriculum that integrates meaningful practice-based experiences and builds candidates' skills to meet the need of all students.*

### Essential Action 1: Standards-Aligned Curriculum

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

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

2. **Program integrates intentional practice-based experiences throughout the curriculum and embeds meaningful opportunities for teacher candidates to practice skills via analysis, representation, and enactment of teaching.**
  - 2.1. Includes integrated opportunities for practice in increasingly more authentic and developmentally rigorous ways throughout the curriculum, including analysis (i.e. examining teaching/instruction), representations (i.e. role-play/engagement with illustrations of instruction), and enactments (i.e. teaching) of instructional pedagogies, and includes opportunities for teacher candidates to self-reflect, ask questions, and adjust practice based on feedback from field supervisors, mentor and cooperating or host teachers, and campus leadership.
  - 2.2. Includes structured opportunities to practice curriculum-based lesson planning/internalization, delivering instruction, and administering and analyzing assessments using high-quality K-12 instructional materials.
  - 2.3. Structures early practice-based experiences, such as field-based experiences, to provide teacher candidates with opportunities to work with diverse student populations in multiple classrooms across the grade bands for which they are seeking certification.
  - 2.4. Scaffolds pre-service practice opportunities to include co-teaching and a gradual release of instructional responsibility to the teacher candidate over time and as they demonstrate proficiency in key competencies.

### Essential Action 3: Coursework on Meeting the Needs of All Students

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

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

### Instruction and Support

*Structures meaningful, integrated practice-based experiences throughout the preparation program and provides ongoing opportunities for coaching, development, and continuous improvement of teacher candidates, program faculty and staff, and LEA partners.*

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

1. **Program establishes expectations and systems for data-informed training of their faculty/instructors and staff to meet the needs of their teacher candidates and the school communities in which they serve.**
  - 1.1. Provides training and ongoing calibration for faculty/instructors and staff on teacher candidate observation, feedback and coaching and teacher candidate evaluation.
  - 1.2. Provides ongoing professional development on research-based practices to include but not limited to co-teaching, curriculum literacy, assessment literacy, and teacher educator pedagogy such as practice-based preparation experiences.
  - 1.3. Consistently examines and uses data to inform, train and provide individualized feedback and support for their faculty/instructors and staff.

#### Essential Action 2: Design of Competency-Driven Practice-Based Experiences

2. **Program designs practice-based experiences to ensure that teacher candidates meaningfully practice and demonstrate proficiency in priority teaching competencies throughout their preparation experience.**
  - 2.1. Structures early practice-based experiences, such as field-based experiences, to provide teacher candidates with opportunities to work with diverse student populations in multiple classrooms across the grade bands for which they are seeking certification.
  - 2.2. Structures early practice-based experiences to include sheltered practice opportunities such as but not limited to analysis (i.e., examining teaching/instruction), representations (i.e., role-play/engagement with illustrations of instruction), and enactments (i.e., teaching) of instructional pedagogies.
  - 2.3. Structures practice-based experiences to include opportunities to develop foundational curriculum literacy to include curriculum-based lesson internalization, delivering instruction, and administering and analyzing assessment.
  - 2.4. Scaffolds pre-service practice opportunities to include co-teaching alongside a mentor teacher and a gradual release of instructional responsibility to the teacher candidate over time and as they demonstrate proficiency in foundational teacher competencies.

#### Essential Action 3: Implementation of Competency-Driven Practice-Based Experiences

3. **Program delivers coherent practice-based experiences aligned to the curriculum, the Texas Teacher Standards, and the program's teacher competency framework.**
  - 3.1. Incorporates practice-based experiences that are explicitly tied to program curriculum and competencies.
  - 3.2. Scaffolds practice-based experiences and provides teacher candidates with opportunities to apply learning from the program curriculum throughout their entire preparation experience, including but not limited to analysis (i.e., examining teaching/instruction), representations (i.e., role-play/engagement with illustrations of instruction), and enactments (i.e., teaching) of instructional pedagogies.
  - 3.3. Coaches and monitors teacher candidate development aligned to the program curriculum and competencies and assesses teacher candidate content knowledge, pedagogical skills, dispositions, and professionalism throughout practice-based experiences.

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## Essential Action 4: Mentor and Cooperating Teacher Training

4. **Program ensures that teacher candidates are supported and coached by trained, highly effective mentor and cooperating teachers.**
  - 4.1. Trains mentor and cooperating teachers on policies and practices of the program and establishes structures to support the mentor's ability to co-teach with and coach the teacher candidate.
  - 4.2. Provides training on the candidate evaluation tool and process and on-going calibration opportunities between the mentor and cooperating teacher, the field supervisor and relevant campus leadership.
  - 4.3. Establishes clear communication protocols with campus leadership to ensure mentor and cooperating teacher support structures are implemented and acted upon throughout the course of the teacher candidate's pre-service practice.

## Essential Action 5: Formative Coaching Practices

5. **Program provides teacher candidates with regular, actionable formative feedback, coaching, and support during practice-based experiences.**
  - 5.1. Provides aligned coaching and feedback from multiple supportive personnel that is detailed and supported by evidence, growth-oriented, actionable, and aligned to specific TEKS, teacher competencies, and the educator preparation curriculum.
  - 5.2. Utilizes a universal observation feedback protocol that guides the candidate to reflect on areas of strength, identify a gap in their own practice and subsequent student learning, create a clear action step to improve practice, plan and practice the skill, and identify their next steps with their coach.
  - 5.3. Provides written feedback in multiple settings throughout the program (i.e., rehearsals during methods courses, pre-service practice in PK-12 classrooms) and given in a timely manner (i.e., within 48 hours).

## Essential Action 6: Extended Pre-Service Practice in a Clinical Teaching Setting

6. **Program implements extended pre-service practice opportunities for teacher candidates alongside high-quality cooperating teachers in settings that are representative of the schools and students they will serve.**
  - 6.1. Provides pre-service practice field placement(s) that is jointly selected by the program and LEA partner, informed by partnership goals and agreements, and offer learning environments that are conducive to mastering teacher competencies.
  - 6.2. Structures extended pre-service practice that spans at least 30 weeks total and includes multiple opportunities for observations, co-teaching, and evaluation under the guidance of a high-quality cooperating teacher.
  - 6.3. Provides opportunities for teacher candidates to experience the beginning and end of the school year and other major milestones.
  - 6.4. Collaboratively establishes staffing models with LEA partner that enables sustainable funding of compensation for teacher candidates during their pre-service practice.