

EPP Advisory Council Meeting



**EDUCATOR
PREPARATION
PROGRAMS**

WS # 122323
Wednesday, October 9, 2019
Point Isabel Room, Region One ESC
8:30 a.m. – 10:30 a.m.



Welcome

Welcome
Introductions



Advisory Council Roles and Responsibilities

Region One ESC - EPP Advisory Committee Meeting
 Thursday, October 4, 2018
 1:30 p.m. - 3:30 p.m.
 Web Room, Region One ESC
 Workshop # 94076

ILP
Project Pa.C.E.

Minutes

Present: Dolores Hernandez, Melissa Aguiar Ramirez, Adelaida Castillo, Dr. Michelle Abrego, Dr. Cruz, Sandy McCounaghy, Naomi Arnold, Sandra Sotz, Cindy Barrios, Debby Hingson

Meeting Objective: Assist in the design, delivery, evaluation, and major policy decisions of EPPs.

I. Welcome and Introductions
 Website for feedback collections at <https://msd.forms.y1207.net/CeDnYCh> was noted.

II. Advisory Council- Roles and Responsibilities
 Advisory Council roles and responsibilities were reviewed. See ppt. presentation as reference. Advisory council is required to meet one time per year as per role. This may change to 4 times per year in the future. Sandy mentioned that there will be training on Roles/Responsibilities each year for our FS. Our goal is to prepare the best educators for our children.

III. Review of Minutes January 24, 2018
 Minutes were reviewed and accepted. Melissa Ramirez requested if minutes can be shared prior to meeting taking place.

IV. Program Updates

a. Program Counts
 Counts of enrollment were shared for 17-18 and 18-19 for P a C.E. & ILP3. ILP3 will be doing screening for their upcoming new cohort in October. Cohort 26 internship will be accelerated to take the 068 Prim Test. The focus will be on curriculum for the upcoming cohorts.

Dr. Cruz shared the principal surveys were not a match in numbers; not all principals submitted the survey. Information was shared on our PPR benchmark, feedback, and on review sessions for our candidates interns. It was asked if the PPR review were open to public. The PPR review sessions held for our program candidates are not open to the public at this time, but we have considered holding a public review session.

b. Database Update
 A master report is being developed for Project Pace and in the future for ILP3. Also, the technology department is building a new portal for TFA where they can access a report on TFA candidates and their status. Field supervisors also have their own portal to input observation information. A dashboard for the student side is in the future. Recommendation was made to add leadership to have access the report/tracker in the database.

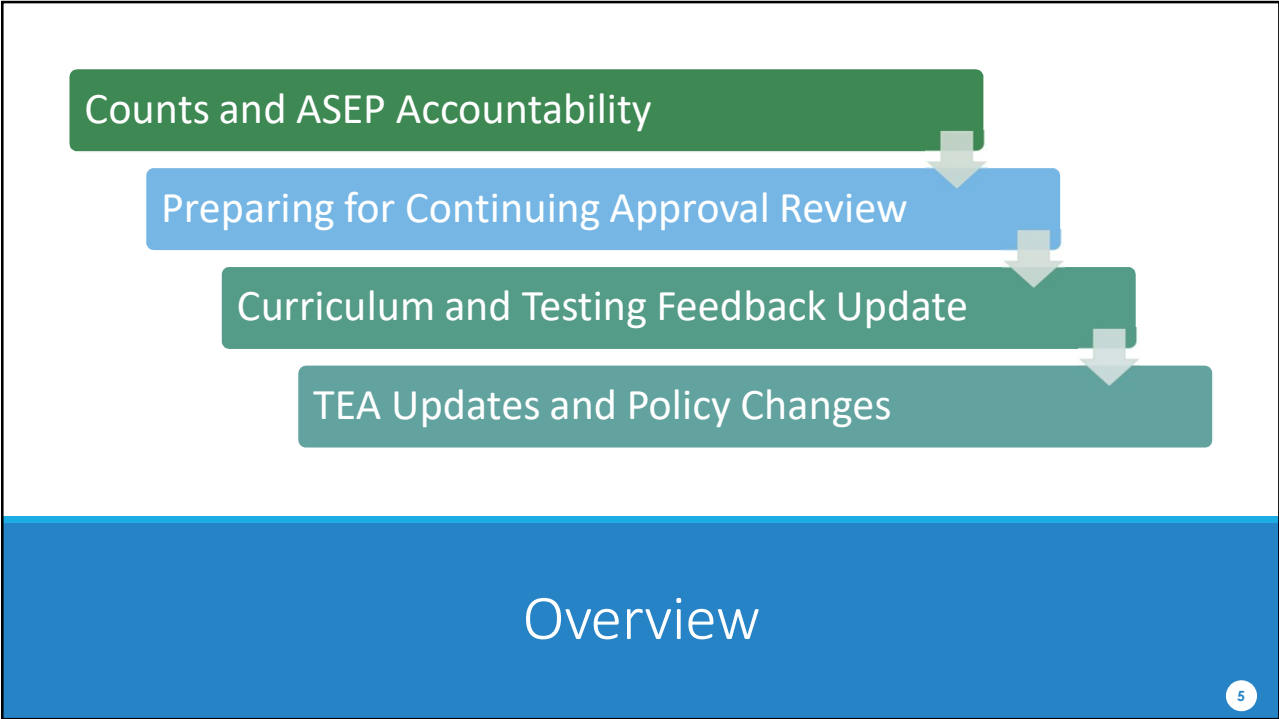
c. Program Fees
 Fees were slightly reduced for Project Pace. Since TEA tech fees came down from \$53 to \$ 35.00. So, our overall total for the program is under \$5000, which makes us more competitive with other programs. Clarification on the length of an extension was made. Extension is up to one year and paid quarterly.


V. Design, Delivery, and Policy Recommendations


a. Changes Impacting Curriculum and Delivery

i. EPP Accountability Measures and Results
 Performance results for both teacher and principal programs was shared. Committee member recommended having campus 'tours' to talk to principals and find out if interns were being supported. Talking to teachers at the end of the year to collect surveys was also mentioned. It was suggested to get on the agendas of district principal meetings to gather feedback and advertise need for survey responses. It was discussed whether evaluations could be collected from interns. There is concern over the number of principal surveys collected. The importance of a principal mentor makes a difference in the experience of a principal intern. The principal internship may be structured around tasks/experiences.


Review of Minutes




 Challenge : Increasing number of interns.

 Things to consider:

- Region One ESC affiliation
- Continue building relationships
- Program longevity

 Solutions/Recommendations:

- Exposure
- Social Media
- Continuous Info Sessions
- Apply for Grants- Principal Preparation Grant Program and Grow Your Own Grant Programs- Cycle 2

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Project P.a.C.E.

2018-2019

- 33 Applied
- 17 Admitted
- 43 Completed

2017-2018

- 96 Applied
- 71 Admitted
- 55 Completed

ILP³

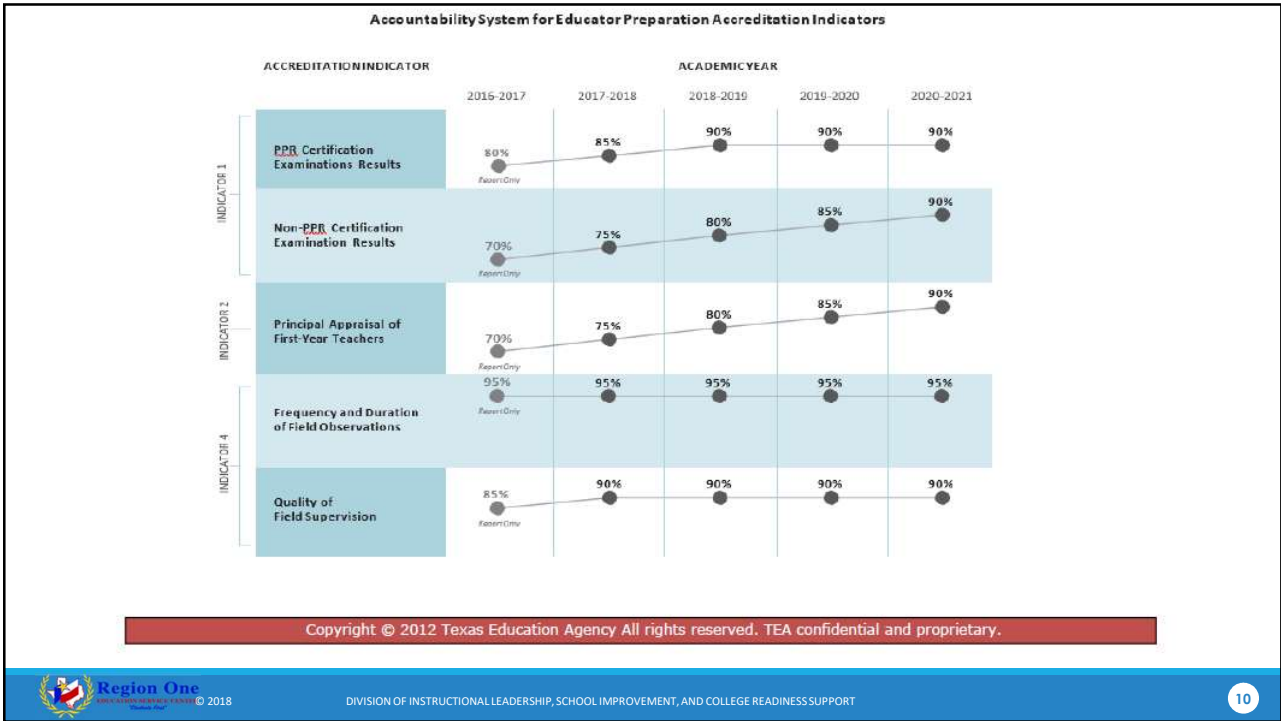
2018-2019

- 48 Applied
- 46 Admitted
- 92 Completed

2017-2018

- 71 Applied
- 68 Admitted
- 87 Completed

ILP ³	C25- 20 (complete May 2019)
	C26- 18 13M- 2 (complete December 2019)
	C27- 19 (complete May 2020)
	C28- Recruiting 16M- Recruiting (complete December 2020)



Accountability System for Educator Preparation Accreditation Indicators (2019-2020 Listed)

Indicator 1

- Pedagogy and Professional Preparation (PPR) Certification Examinations (90%)
- Non-Pedagogy and Professional Certification Examinations (85%)

Indicator 2

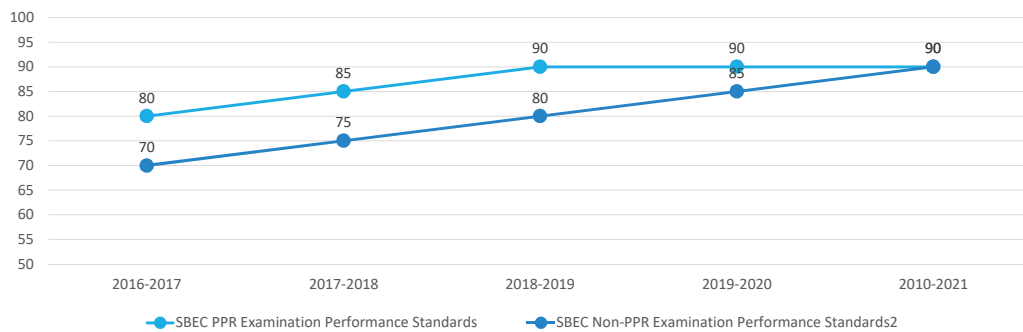
- Principal Appraisal of First-Year Teachers (85%)

Indicator 4

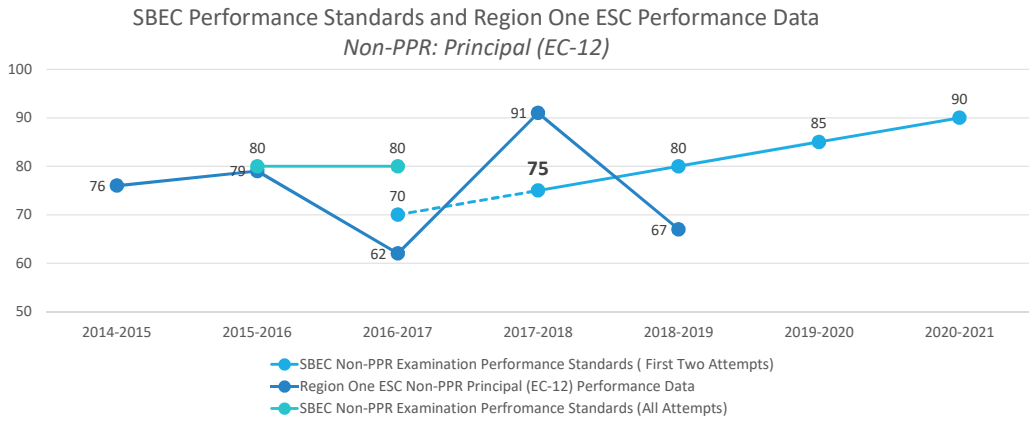
- Frequency and Duration of Field Observations (95%)
- Quality of Field Supervision (90%)

Accountability System for Educator Preparation Accreditation Indicators Indicator 1: PPR and Non-PPR Certification Examinations

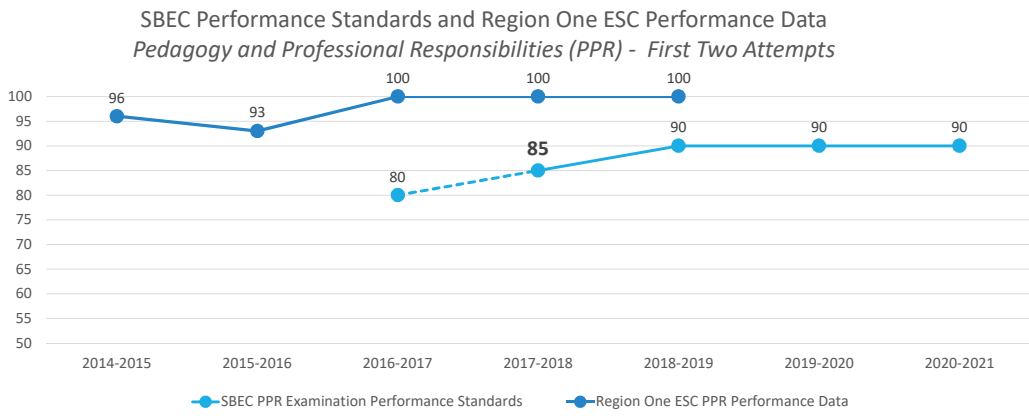
SBEC Performance Standards



Accountability System for Educator Preparation Accreditation Indicators
 Indicator 1: Non-Pedagogy and Professional Responsibilities Certification Examinations



Accountability System for Educator Preparation Accreditation Indicators
 Indicator 1: Pedagogy and Professional Responsibilities Certification Examinations





Preparing for a Continuing Approval Review

April 13-17 2020

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Preparing for the Review

- Notification & Process Overview
- Resources
- The Status Report

The Review

- Preparing Documents
- Submitting Documents
- Standard of Review

Post-Review


- Closing
- Next Steps / Compliance Plan

Continuing Approval

- SBEC
- 5-Year Rotation

Process Overview

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Evidence  Alignment with TAC

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Program Staff Must Be Available

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The Review Rubric

Component I: Governance	Evidence	Certificate Class	C / N	Reviewer Findings
IC §228.20(b): Advisory committee membership	Records of advisory committee membership reflecting at least three of the groups listed in this subsection, and Advisory committee meeting attendance records.	All		
IC §228.20(b): Input led by advisory committee members	Advisory committee member input reflected in the advisory committee minutes.	All		
IC §228.20(b): EPP related advisory committee members of roles and responsibilities.	Advisory committee training materials, date(s), attendance records; or Advisory committee handbook with acknowledgement of receipt by advisory committee member; or Letter of invitation with roles and responsibilities outlined and acknowledged by invitee as to accept or decline; or Bylaws acknowledged receipt by advisory committee member.	All		

Rubric

- Nine Components
- Related TAC
- Evidence from Figure 19 TAC §228.10(b)(1)

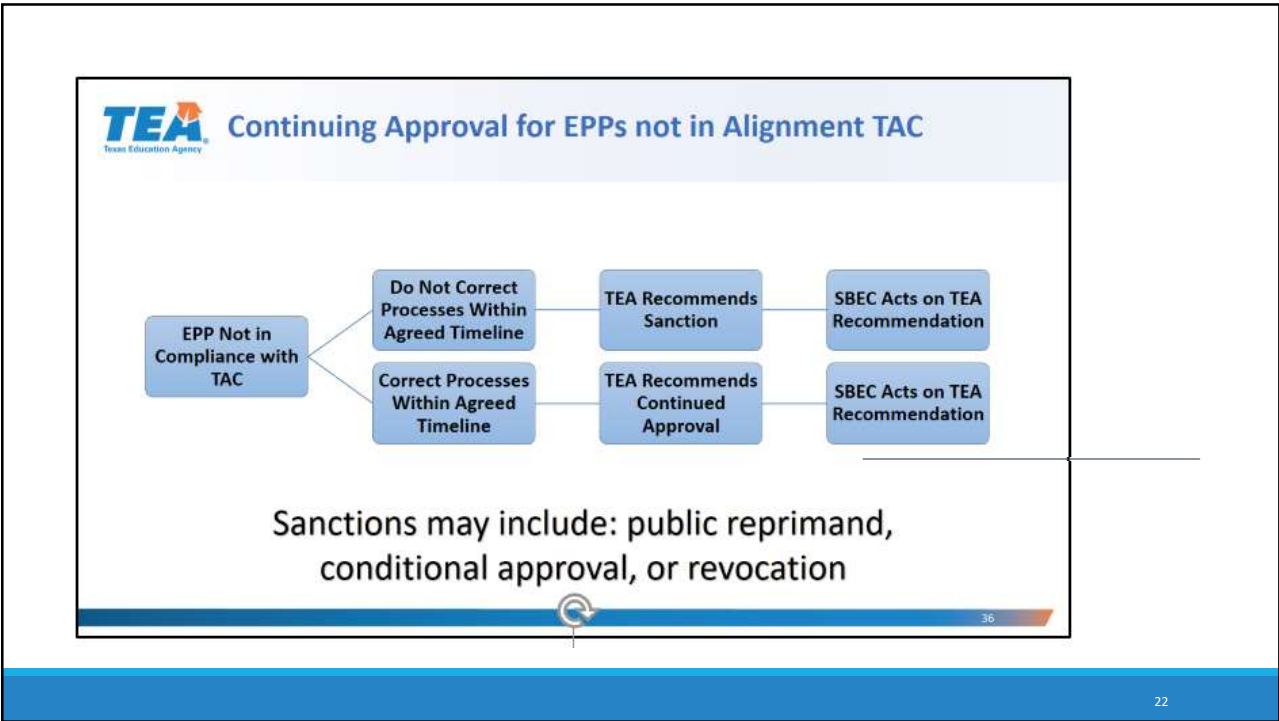
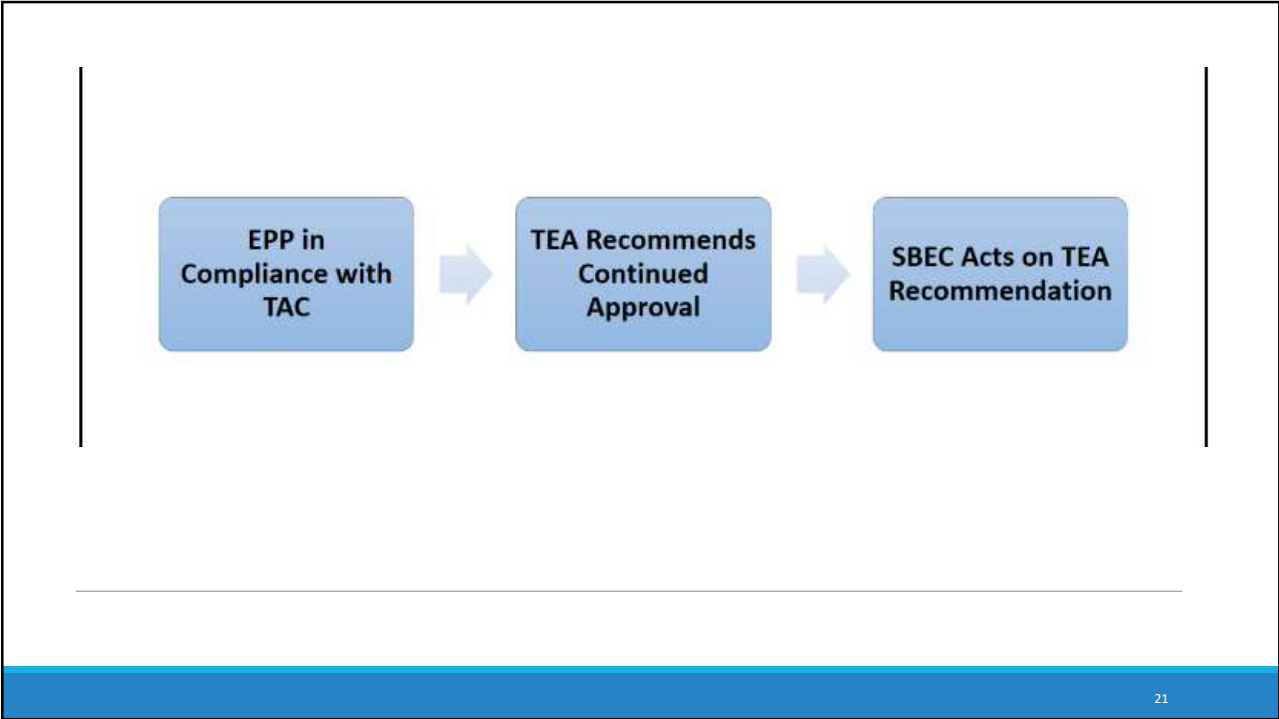


ASEP Accreditation Statuses

1. Accredited – Not Rated
2. Accredited
3. Accredited – Warned
4. Accredited – Probation (Year 1-3)

Results of 5-Year Review

1. Renewal (5-year)
2. Imposing conditions of renewal
3. Revocation of approval
4. Public reprimand



ILP3 Transitions Curriculum Redesign and Delivery



Challenge : Changes impacting curriculum and delivery.



Things to consider:
Increasing accountability
measures

Accountability Measures
Changes to Certification (Principal
068 to 268/PASL)
Timeline for testing

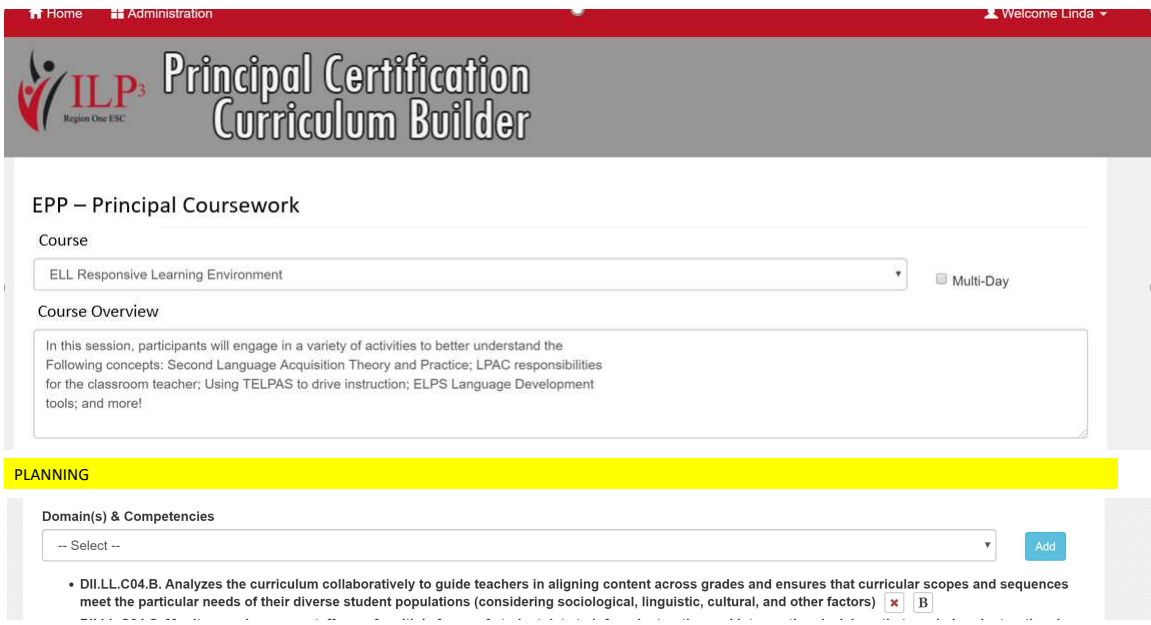


Solutions/Recommendations:

Continue updating of curriculum
ESC 1 Resources
Additional review sessions

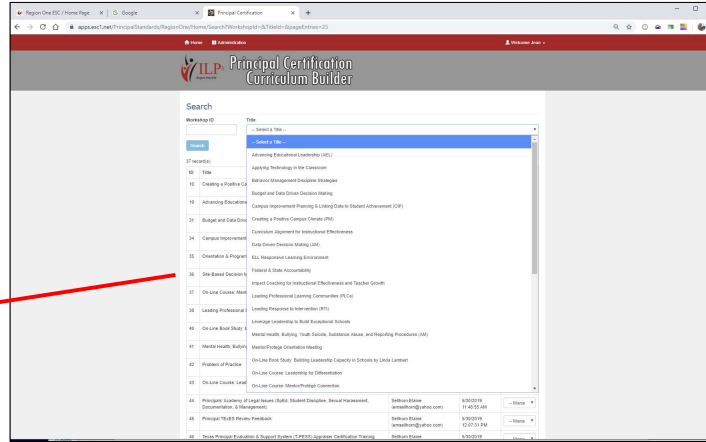
Shift in Thinking and Approach

- Focused Accelerated Summer 268 Review Sessions
- Decision-Making Framework
- Small Intensive Review Sessions
- Prescriptive Feedback
- ESC Generated Test Questions
- Use of Online Practice Exams
- Curriculum Alignment
- Collaborative Work Across ESC's and Universities/Colleges



The screenshot shows a web application interface for 'Principal Certification Curriculum Builder'. At the top, there is a navigation bar with 'Home' and 'Administration' links, and a user greeting 'Welcome Linda'. The main header features the 'ILP3 Region One ESC' logo and the title 'Principal Certification Curriculum Builder'. Below the header, the page is titled 'EPP – Principal Coursework'. There is a 'Course' dropdown menu currently set to 'ELL Responsive Learning Environment' and a 'Multi-Day' checkbox. A 'Course Overview' section contains a text box with the following text: 'In this session, participants will engage in a variety of activities to better understand the following concepts: Second Language Acquisition Theory and Practice; LPAC responsibilities for the classroom teacher; Using TELPAS to drive instruction; ELPS Language Development tools; and more!'. A yellow banner labeled 'PLANNING' is visible. Below it, there is a 'Domain(s) & Competencies' section with a dropdown menu set to '-- Select --' and an 'Add' button. A list of competencies is shown, with the first one highlighted: '• DII.LL.C04.B. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)'. The interface includes a rich text editor with 'x' and 'B' icons.

Curriculum Builder Software Features & Updates



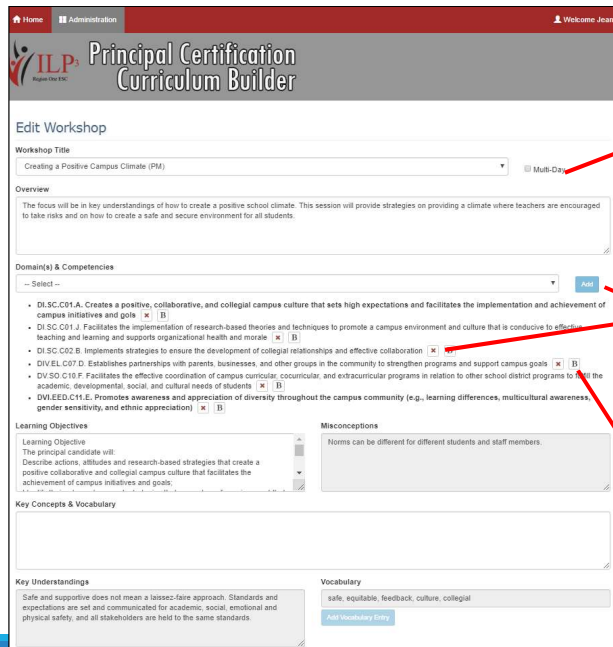
Workshop content has been added for almost all sessions.



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Features & Updates

Quality control feature enables pre-loading of content by session title. (Can include standards/Domains/competencies/Learning Objectives/Pillar Assessments)



Indicate whether training is for more than one day

Standards may be edited by those with appropriate permissions.

Bold/Unbold text on Domain/Competency; indicates emphasis on particular domains/competencies



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The screenshot displays a list of activities in a software interface. Each activity row is color-coded and includes a duration field on the right. Callouts provide the following information:

- Field titles:** Modified to align with the Principal Certification curriculum.
- Instructions:** Each activity includes instructions and pertinent background information/assessments. Colored entry boxes help session developers enter content correctly.
- Duration:** Duration totals are added together and displayed at the bottom of the "page". This guides the presenter on session time management and enables monitoring for time spent per Domain/Competency/Standard.

Features & Updates

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The screenshot shows the assessment section of the software interface. Callouts explain the following features:

- Assessment Spaces:** Some assessment spaces will be blank because some activities do not have a separate assessment.
- Color Matching:** Assessment activity spaces colors match the colors on the activity list.
- Duration Fields:** Assessment activities now have a duration field.
- Attachments:** Attachments necessary to deliver the content as intended may be uploaded in the system.
- Duration Totals:** Activity/Assessment Duration totals are displayed here.

Features & Updates

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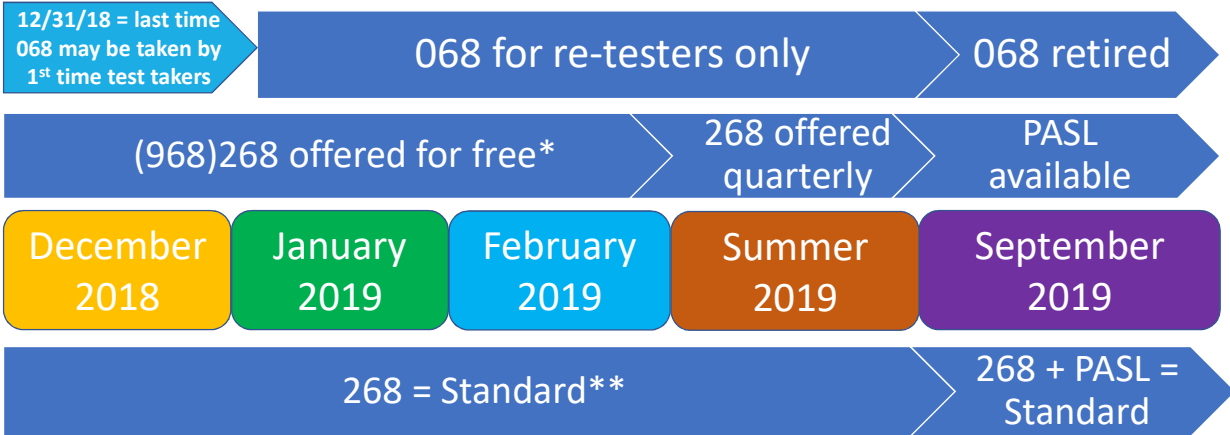
Integrated Leadership Principal Preparation Program – ILP3

Texas Principal (268) and PASL (Performance Assessment for School Leaders)



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Principal Assessment Rollout: From 068 to 268/PASL



*Eligible candidates include those who have never attempted the TExES Principal (068) test.

**Contingent upon candidate completing of all other certification requirements by 8/31/2019 and being recommended and applying for certification by 10/30/2019



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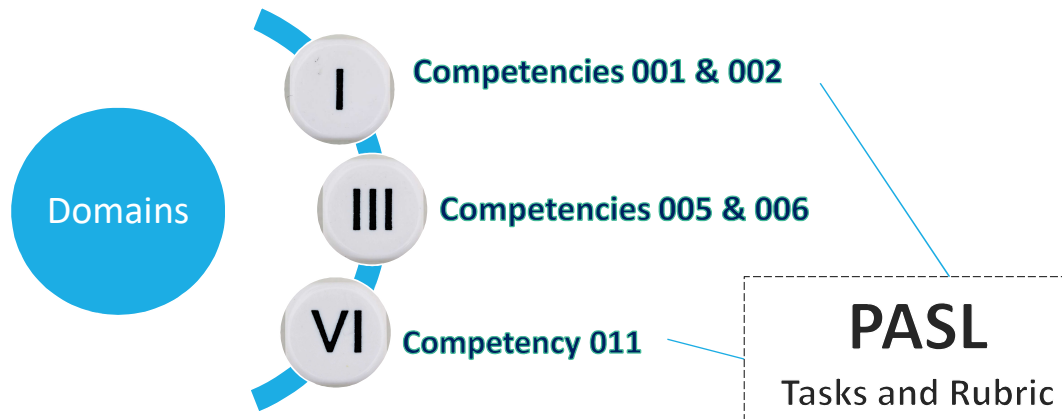
TEExES Principal 068 to 268 & PASL

TEExES Principal (068) Examination	TEExES Principal (268) Examination		Performance Assessment for School Leaders (PASL)
Selected Response	Selected Response	Constructed Response	Performance Assessment
* School Community Leadership * Instructional Leadership * Administrative Leadership	* School Culture * Leading Learning * Human Capital * Executive Leadership * Strategic Operations * Ethics, Equity & Diversity	* Focus on Key Competencies	* Task 1: Problem Solving in the Field * Task 2: Supporting Continuous Professional Development * Task 3: Creating a Collaborative Team
Cost: \$131	Estimated Cost: \$210		Estimated Cost: \$400

The Domains

Domain	Domain Title	Approximate Percentage of Selected-Response Items	Approximate Percentage of Constructed-Response Items	Approximate Total Percentage of the Test	Competencies Assessed
I.	School Culture	12%	10%	22%	001–002
II.	Leading Learning	17%	25%	42%	003–004
III.	Human Capital	13%	5%	18%	005–006
IV.	Executive Leadership	6%		6%	007–008
V.	Strategic Operations	6%		6%	009–010
VI.	Ethics, Equity, and Diversity	5%		5%	011
Total		60%*	40%*		

Day 1



DOMAIN I – SCHOOL CULTURE (School and Community Leadership)

Competency 001: The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

- A. ***Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals**
- B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision
- C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
- D. Aligns financial, human, and material resources to support implementation of a campus vision and mission
- E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
- F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
- G. ***Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment**
- H. ***Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture**
- I. ***Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students**
- J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

PASL TASKS

TASK 1: Problem Solving in the Field

TASK 2: Supporting Continuous Professional Development

TASK 3: Creating a Collaborative Culture

1. These tasks provide candidates with actual experience.
2. These tasks assess how “LEADER READY” candidates are.

Region One ESC

Educator Preparation Program – Project P.a.C.E.
TEA Updates and Program Policy Changes



Teaching Internship

A teaching internship must be for a minimum of one full school year for an assignment that matches the certification category sought, typically 180 days. The internship may be up to 30 days fewer for documented maternity, military, illness or bereavement leave or if the intern is a late hire.

- An internship assignment must not be less than an **average of 4 hours per day** in the subject area and grade level of the certificate sought.
- An internship must take place in an **actual school setting**, not a distance learning lab or virtual school.
- Candidate **must hold an intern or probationary certificate** while participating in an internship.

An internship is successful when the candidate demonstrates proficiency in each standard, and the field supervisor and campus supervisor agree that he or she should be recommended for a standard certificate. If any party does not agree, he or she must place the reasons in writing. (NEW)

[19 TAC §228.35(e)(2)(A)]



Teaching Internships



Deactivation of Intern / Probationary Certificates

EPP must request deactivation of an intern or probationary certificate when:

- Candidate resigns, is non-renewed, or is terminated by the school
- Candidate is discharged or released from the EPP
- Candidate withdraws from the EPP
- Assignment does not meet the requirements of the internship. **(NEW)**

Requests must be emailed promptly to kerri.elzie@tea.texas.gov. See rule for specific timelines for each circumstance.

Outcome: The certificate is moved to inactive status 30 days after the effective date of the qualifying condition.

[19 TAC §228.35(e)(2)(B)(vi)]





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[19 TAC §228.35(e)(2)(B)(vi)]



Challenge : Establish program policy regarding program initiated exit/dismissal.



Things to consider:

Candidates activity/progress in program

Exhausting **one year** as per PaCE documents

TEA Updates



Solutions/Recommendations:

Warnings

Official Letter

Field Supervision



Stipends



Mentor / Protege Connections
feedback – ILP#



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Professional
Development
for “Late Hires”

Supplemental
Coursework
Credit

Ongoing Support of EPP Candidates and Interns

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Announcements and Closing

Tentative
EPP Advisory Council Meeting
October 2020

*Thank
you*

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