

Improving Educator Preparation Working Group Meeting Notes

Task Force Members Present: Vania Amado, Brandon Enos, Linda Galvan, Roland Hernandez, Valerie Haywood, Chane Rascoe, Gregory Rodriguez, Rick Rodriguez, Jean Streepey, Josue Tamarez Torres, and Faye Urich

Staff Members Present: Emily Carrizalez, Marilyn Cook, Zoraida Martinez, and Pam Wetherington

Invited Panelists: Stacey Edmondson, Becky Hampton, Anthony Hernandez, Elda Martinez, Rene Ruiz, and Fernando Valle

Welcome, Introductions, and Identifying the Purpose and Goals

Marilyn Cook, Director of Educator Certification, welcomed the Improving Teacher Preparation

- What systems of change would it take to implement and scale these across all teacher preparation programs?

One TVTF member identified areas in which new teachers, specifically alternatively certified teachers need more support (e.g., classroom management, relationship building, lesson cycle, data-driven instruction, evidence-based pedagogical practices) from their EPPs and how this support could help retain teachers.

A TVTF member asked, "Are there any good experiences the participants have had in the EPPs that could be scaled or expanded on?" One TVTF member answered by explaining that

Review Oversight for Developing Recommendations

Dr. Pam Wetherington brought everyone's attention back to the five areas that were to be discussed during the working group session so that working group members could begin to draft recommendations, which would continue to be refined in the following months, leading to the target goal of final recommendations in February of 2023.

Ms. Cook brought to the attention of the working group the fact that the current recommendations for the 2023-24 school year are based on the current data and the current needs of the state. The current recommendations are based on the current data and the current needs of the state. The current recommendations are based on the current data and the current needs of the state.

The small group discussed residency models and if implementing statewide would be a feasible task. The group also discussed the challenges in higher education and how they could incentivize systemic changes at an equitable pace to keep up with the needs of PK-12 partners. The group posed a question: What would state funding (e.g., compensation for clinical teachers) for residency models look like, and what would necessary legislation look like? One TVTF member noted that funding could come from grants, state funding, and/or employing pre-service teachers as educational aides. One TVTF member discussed how the group should be cognizant of the difference between smaller and larger districts and noted that the Education Service Centers could be a valuable resource for small districts.

Outcomes from Session #2: Provide Consistent Supports for New Teachers

The small group discussed the following supports that could be implemented statewide:

- Individualized, structured, scaffolded support for all new teachers that align with new teacher responsibilities
- Establish a statewide mentor training (e.g., aligned to the TTESS model so that field supervisors and mentors used a common language and expectation when evaluating pre-service teachers)
- Identify and implement relevant, evidence-based teaching strategies that meet the needs of school communities at a systemic level, so new teachers have some shared experience

The small group further discussed the importance of the mentor teacher and why there was a need for a common statewide training. A TVTF member explained the complexity of matching candidates with mentors and noted the SBEC rule to assign mentors but acknowledged EPPs are at the mercy of who is willing to serve in this role. This TVTF member further explained that feedback provided by mentors and field supervisors oftentimes were not aligned; hence, the need to have a common language and expectation of what pre-service teachers should be demonstrating.

Outcomes from Session #3:

Increase Quality of Teacher Preparation to Support Teacher Readiness and Retention

The small group discussed the need for pre-service teachers to spend more time in schools before being a teacher of record. The group also discussed the need for more effective, consistent mentoring of early-career teachers. Additionally, with many candidates working full-time during preparation, the group discussed the need to fund teacher education and novice teacher apprenticeships so more candidates can afford high-quality pathways. The group indicated a need for research on how funding can be allocated to candidates pursuing teacher preparation through high-quality programs rather than just the quickest, fastest path to a teacher of record salary. A TVTF member used the medical model as an example for how pre-service teachers can be paid for clinical teaching and noted, "If we follow this model, we need to recognize the need to provide commensurate pay."

Outcomes from Session #4:

Improve Alternative Certification Pathway, Particularly for Candidates in Teacher-of-Record Roles

teaching if participating in a residency program). By having a complete data set, this could help convince the legislature to fund yearlong residency programs across the state.

Outcomes from Session #4: Improve Alternative Certification Pathway, Particularly for Candidates in Teacher-of-Record Roles

The residency model was a consistent topic for all groups, and this group continued to discuss this within their breakout session. They shared how the residency model intentionally pairs pre-service teachers with mentors through interviews and a vetting process. Further, the model supports the notion that pre-service teachers have mentors with a proven record of accomplishment.

Outcomes from Session #5: Implement Incentives and Reduce Barriers for EPPs, Teacher Candidates, and Potential Candidates

Several task force members commented on the idea of state support for certification pathways and opportunities to lift restrictions in time commitments, processes, requirements, and other challenges that result in some certification candidates walking away from the profession. TVTF members spoke of short-term and long-term processes for teacher preparation and emphasized the importance of having classroom and contextual knowledge to effectively plan lessons for increased knowledge and student growth. There was consensus around the importance of partnership and continuing to find ways to expand and maintain those critical EPP/LEA connections.

Closing: Synthesis of Breakout Room Discussions and Draft Initial Recommendations

After two rounds of breakout room discussions that were focused on the five key areas, TVTF members had an opportunity to share their initial recommendations. It should be noted that the TVTF working group, Improve Teacher Preparation, is committed to prioritizing and further discussing the recommendations at their October TVTF meeting. The initial recommendations identified were: (1) Increase practice-based experiences (e.g., more opportunities to practice and receive feedback in authentic settings before clinical teaching and internship;

Effective Preparation Framework; adopt an improved pedagogical exam/performance-based assessment for state licensure (e.g., edTPA); revise the intern certificate pathway so that interns have more support and practice-based experiences).

In closing, TVTF members agreed that there is a need to incentivize the profession and improve teacher preparation but also stated there must be clarity around the root cause of the problem related to teacher