

Accreditation/Pass Rates

1. Since Title II is not distinguishing between Generalist EC-6 and Core Subjects EC-6, some of us will have pass rates that do not match between Title II and ASEP. This discrepancy is because candidates did not successfully complete the Generalist before it went away and did not take the Core Subjects (even though they were eligible to) before they completed the program so they are Finishers. How will this affect our program?

TEA staff does not see a scenario in which a discrepancy in the passing rates between Title II and the Accountability System for Educator Preparation Programs (ASEP) will affect an EPP.

2. Why (even after stakeholder feedback) has TEA continued to push the proposed pass rate for EPPS on the first two attempts of a test instead of waiting until the candidate is a finisher? This is detrimental to traditional undergraduate programs since our students are not allowed to test by PACT because the policy on the ETS website states: “With policy updates effective March 7, 2013, individuals who hold a bachelor’s degree before being placed in a classroom, are allowed to take a content test for purposes of admission into the following types of EPPs: alternative certification programs, university alternative certification programs or university post baccalaureate programs (without content courses). An individual may not be placed in a classroom as a teacher of record under this section until receiving a bachelor’s degree.”

Input from a variety of stakeholders was collected throughout the rulemaking process, including EPPs, school districts, and organizations that represent teachers and school districts. While the consensus of EPPs was not to set the standard at two attempts, this opinion was not shared by all stakeholders.

TEA staff does not see the newly adopted performance standard for the results of certification examinations as being detrimental to any type of EPP. Using 2014-2015 examination results, the majority of EPPs would have met the certification examination performance standards if they had been in place. Using 2015-2016 results, 90% of non-PPR examinations were passed within the first two attempts. The Pre-Admission Content Test (PACT) is intended for individuals who hold a bachelor's degree or higher from an accredited institution of higher education, not individuals who are in the process of completing their bachelor’s degree.

3. If we have previously reported a candidate as a completer, and they only took and failed any given exam once during their reported completer year, will we also take a hit on them this year if they fail their second attempt? Or, will pass rates only be figured going forward for candidates who were not previously reported as completers in earlier years?

The results for the 2016-2017 academic year using the new performance standards will not be used for accreditation purposes. The results of certification examinations will be reported based on the attempts made on or after September 1, 2014 by individuals who were approved to take an examination by their EPP that is/was required to obtain initial certification in the class or category for which the individuals serve/d their clinical teaching, internship, or practicum. This reporting format will provide EPPs with more information to address areas of program improvement.

For the 2017-2018 academic year, the results of certification examinations will be reported based on the attempts made on or after the effective date of the rules (currently projected to be December 27, 2016) by individuals who were approved to take an examination by their EPP that is/was required to obtain initial certification in the class or category for which the individuals serve/d their clinical teaching, internship, or practicum.

4. Please clarify proposed TAC changes and those already approved.

Changes to the Texas Administrative Code (TAC) that have been adopted by the State Board for Educator Certification (SBEC) and reviewed by the State Board of Education (SBOE) can be considered approved once the rules go into effect. Recent changes to the TAC that have already gone into effect include changes to Chapter 227 – Admission to EPPs (effective February 28 and October 18, 2016) and Chapter 230, Subchapter C – Educator Assessment (effective August 28, 2016).

Recently adopted changes to Chapters 228, 229, 230, 231, 233, 247, and 249 are scheduled to be reviewed by the SBOE in November and have a projected effective date of December 27, 2016. The changes in Chapter 228 are applicable to candidates admitted to an EPP on or after the effective date. The changes in Chapter 229 are applicable for accreditation purposes in the 2017-2018 academic year. The changes in Chapter 229 related to the ASEP technology fee begin March 15, 2017. The changes in 230 related to the intern and probationary certificate requirements begin September 1, 2017.

[http://tea.texas.gov/About TEA/Laws and Rules/SBEC Rules \(TAC\)/Proposed State Board for Educator Certification Rules/](http://tea.texas.gov/About%20TEA/Laws%20and%20Rules/SBEC%20Rules%20(TAC)/Proposed%20State%20Board%20for%20Educator%20Certification%20Rules/)

5. Clarify what an EPP must ensure before we recommend a candidate for certification.

An EPP must ensure that a candidate has met all of the requirements for certification before recommending a candidate for a certificate. The general requirements for certification can be found in Chapter 230, Subchapter B. Requirements for student services, principal, and superintendent certificates can be found in Chapter 239, 241, and 242.

Testing

6. EPPs were told by TEA and ETS to tell students that when retaking a core subjects exam, they should scroll through any subject-area tests they have already passed on a previous attempt. The score reports then show a “100” score for those tests, even though the student did not answer questions on the test. ETS averages those 100 scores into the overall EPP average, skewing the average to well below what the actual average score is. ETS should omit those 100 scores in their EPP averages, because they aren’t actual scores, they are more like place holders showing that the subject-area test was passed on a previous attempt. Does TEA use ETS’s calculations? If so, the average scores for core subjects exams are not valid.

Individuals retaking the overall Core Subjects exams (291 or 211) are required to view all of the test questions in each subject area, even if they have previously passed one or more of the subject area subtests. In order to quickly progress through a subject area subtest that was previously passed, the individual should view, but not answer, each test question in the section. Individuals should also be careful not to skip through subject area subtests that they do intend to take. When an individual completes a subject area subtest, they cannot go back to that subtest again.

EPPs and TEA can create a variety of reports in ETS Data Manager. TEA generally uses the First Score or Highest Score variable when running reports. Because these reports do not generally include scale scores, scale scores from examination attempts where candidates did not answer all of the questions would not be represented.

Curriculum/Program

7. How are universities to address exposure to the start of a new year, when universities begin after the start of a school year or candidates enter student teaching in the spring semester? Most universities are prohibited from requiring activities of their students outside of the semester as listed in their catalog.
8. With regard to 228.35 (F) Candidates need to experience a full range of professional responsibilities that shall include the start of the school year. If these experiences cannot be provided through clinical teaching, they must be provided through field-based experiences—but, as in Question 5, students may not be back in the university setting to participate in these experience if university classes begin AFTER public school begins.

According to the "Common Calendar" published by the Texas Higher Education Coordinating Board (THECB), the first class day for fall semester is aligned with the fourth Monday in August, the earliest date a school district may begin instruction for students for a school year. Clinical teaching assignments would not be required to start on the first day of school, but proposed 19 TAC §228.35(e)(2)(F) would require EPPs to ensure that teacher candidates experience a full range of professional responsibilities that include the first weeks of a school year, which is defined as the first 15 instructional days. If these experiences cannot be provided through clinical teaching, they must be provided through field-based experiences, which may include the use of electronic transmission or other video or technology-based method.

Other

9. Would it be possible for TEA to hold a meeting for certification officers in the spring (as early as possible) due to the large number of changes in TAC. It is difficult to follow the changes in the TAC language—perhaps a simple-to-follow chart could be developed?

TEA staff would be very interested in meeting with certification officers and other interested EPP staff in the early spring. Charts and other helpful resources will be provided to EPP staff on the EPP Resources web page as they are developed.

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Program_Provider_Resources/

10. Our cert officer is specifically interested in asking TEA what our responsibilities will be in fulfilling the new data collection and what will be added to our Fall/Spring submissions.

Information about required submission of data is included in Figure: 19 TAC §229.3(f)(1). We expect the modified requirements for uploading clinical teacher and intern observations to be available by the end of October. Additional information about new or modified requirements will be provided to EPP staff on the EPP Resources web page.

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Program_Provider_Resources/

11. Under the proposed rules, an intern in an alternative certification program must pass the content exam before an Internship certificate is issued that allows the intern be hired as “teacher of record.” Does an out-of-state teacher who has had their credentials successfully reviewed by TEA also have to pass the content test prior to TEA’s issuance of a One Year certificate? If not, why not?

An out-of-state teacher who has had his or her credentials successfully reviewed by TEA staff does not have to pass the content examination prior to issuance of a One Year certificate. TEA staff neither made a recommendation to change this rule nor did TEA staff receive any public comments to change this rule.

Chapter 229—ASEP Questions

12. **Chapter 229.4(a)(1-5)—Accreditation Status**—Please share information of how the Chapter 229 changes affect Educator Preparation Program (EPP) accreditation for the following years since the new rule is a little confusing when it comes to understanding the difference between Academic Year and Reporting Year. Especially explain how the data will be broken down by demographic groups and the requirements for meeting the standards in those groups. Please explain the process so that we can prepare in advance for implementation.

Accreditation for Academic Year 2017 – based on the 2015-2016 Reporting Year data

Accreditation in 2017, based on data from the 2015-2016 academic year, will be based on the pass rates for completers. The small group exception will be applied to All, Male, Female, African-American, Hispanic, White and Other groups of 20 or fewer in one year. The All group will follow the current small group accumulation rules.

Accreditation for Academic Year 2018 – based on the 2016-2017 Reporting Year data

Accreditation in 2018, based on data from the 2016-2017 academic year, will be based on the pass rates for completers. The small group exception will be applied to All, Male, Female, African-American, Hispanic, White and Other groups of 20 or fewer in one year. The All group will follow the current small group accumulation rules.

CSOTTE Conference 2016 Questions for TEA

Reporting for Academic Year 2018 – based on the 2016-2017 Reporting Year data

Reporting in 2018, based on data from the 2016-2017 academic year, will be determined as follows:

- (1) The percent of individuals passing the PPR test in the first two attempts. The standard is 80%. Programs will be accountable for All, Male, Female, African-American, Hispanic, White and Other groups larger than 10.**
- (2) The percent of individuals passing the content test in the first two attempts. The reporting standard is 70%. Programs will be accountable for All, Male, Female, African-American, Hispanic, White and Other groups larger than 10.**
- (3) The percentage of first-year teachers from each EPP who are appraised by their principal as "sufficiently prepared" or "well prepared" by their EPP. The performance standard is 70%. Programs will be accountable for All, Male, Female, African-American, Hispanic, White and Other groups larger than 10.**
- (4) 95% of internship and clinical teachers must receive field support as long and as frequently as described in 19 TAC §228.35(f). The small group exception does not apply to field observations.**
- (5) The percentage of candidates who rate the field supervision as “frequently” or “always/almost always” providing the expected components. The performance standard is 85%. Programs will be accountable for All, Male, Female, African-American, Hispanic, White and Other groups larger than 10.**

Since this is a reporting year for these indicators, 2014-2015 and 2015-2016 demographic group performance will be aggregated into the 2016-2017 data according to the proposed rules in TAC §229.4(g) to provide EPPs with more information for program improvement.

CSOTTE Conference 2016 Questions for TEA

Accreditation for Academic Year 2019 – based on the 2017-2018 Reporting Year data

Accreditation in 2019, based on data from the 2017-2018 academic year, will be determined as follows:

- (1) The percent of individuals passing the PPR test in the first two attempts. The standard is 85%. Programs will be accountable for All, Male, Female, African-American, Hispanic, White and Other groups larger than 10.**
- (2) The percent of individuals passing the content test in the first two attempts. The reporting standard is 75%.**
- (3) The percentage of first-year teachers from each EPP who are appraised by their principal as "sufficiently prepared" or "well prepared" by their EPP. The performance standard is 75%. Programs will be accountable for All, Male, Female, African-American, Hispanic, White and Other groups larger than 10.**
- (4) 95% of internship and clinical teachers must receive field support as long and as frequently as described in TAC §228.35(f). The small group exception does not apply to field observations.**
- (5) The percentage of candidates who rate the field supervision as “frequently” or “always/almost always” providing the expected components. The performance standard is 90%. Programs will be accountable for All, Male, Female, African-American, Hispanic, White and Other groups larger than 10.**

Since this will be the first accountable year for these indicators, only 2017-2018 demographic group performance will be used according to the proposed rules in TAC §229.4(g).

CSOTTE Conference 2016 Questions for TEA

Accreditation for Academic Year 2020 – based on the 2018-2019 Reporting Year data

Accreditation in 2020, based on data from the 2018-2019 academic year, will be determined as follows:

- (1) The percent of individuals passing the PPR test in the first two attempts. The standard is 90%. Programs will be accountable for All, Male, Female, African-American, Hispanic, White and Other groups larger than 10.**
- (2) The percent of individuals passing the content test in the first two attempts. The reporting standard is 80%. Programs will be accountable for All, Male, Female, African-American, Hispanic, White and Other groups larger than 10.**
- (3) The percentage of first-year teachers from each EPP who are appraised by their principal as "sufficiently prepared" or "well prepared" by their EPP. The performance standard is 80%. Programs will be accountable for All, Male, Female, African-American, Hispanic, White and Other groups larger than 10.**
- (4) 95% of internship and clinical teachers must receive field support as long and as frequently as described in TAC §228.35(f). The small group exception does not apply to field observations.**
- (5) The percentage of candidates who rate the field supervision as “frequently” or “always/almost always” providing the expected components. The performance standard is 90%. Programs will be accountable for All, Male, Female, African-American, Hispanic, White and Other groups larger than 10.**

This will be the second accountable year for these indicators, so 2017-2018 demographic group performance will be aggregated into the 2018-2019 data according to the proposed rules in TAC §229.4(g).

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Accreditation for Academic Year 2021 – based on the 2019-2020 Reporting Year data

Accreditation in 2021, based on data from the 2019-2020 academic year, will be determined as follows:

- (1) The percent of individuals passing the PPR test in the first two attempts. The standard is 90%. Programs will be accountable for All, Male, Female, African-American, Hispanic, White and Other groups larger than 10.**
- (2) The percent of individuals passing the content test in the first two attempts. The reporting standard is 85%. Programs will be accountable for All, Male, Female, African-American, Hispanic, White and Other groups larger than 10.**
- (3) The percentage of first-year teachers from each EPP who are appraised by their principal as "sufficiently prepared" or "well prepared" by their EPP. The performance standard is 85%. Programs will be accountable for All, Male, Female, African-American, Hispanic, White and Other groups larger than 10.**
- (4) 95% of internship and clinical teachers must receive field support as long and as frequently as described in TAC §228.35(f). The small group exception does not apply to field observations.**
- (5) The percentage of candidates who rate the field supervision as “frequently” or “always/almost always” providing the expected components. The performance standard is 90%. Programs will be accountable for All, Male, Female, African-American, Hispanic, White and Other groups larger than 10.**

This will be the third accountable year for these indicators, so 2017-2018 and 2018-2019 demographic group performance will be aggregated into the 2019-2020 data according to the proposed rules in TAC §229.4(g).

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Accreditation for Academic Year 2022 – based on the 2020-2021 Reporting Year data

Accreditation in 2022, based on data from the 2020-2021 academic year, will be determined as follows:

- (1) The percent of individuals passing the PPR test in the first two attempts. The standard is 90%. Programs will be accountable for All, Male, Female, African-American, Hispanic, White and Other groups larger than 10.**
- (2) The percent of individuals passing the content test in the first two attempts. The reporting standard is 90%. Programs will be accountable for All, Male, Female, African-American, Hispanic, White and Other groups larger than 10.**
- (3) The percentage of first-year teachers from each EPP who are appraised by their principal as "sufficiently prepared" or "well prepared" by their EPP. The performance standard is 90%. Programs will be accountable for All, Male, Female, African-American, Hispanic, White and Other groups larger than 10.**
- (4) 95% of internship and clinical teachers must receive field support as long and as frequently as described in TAC §228.35(f). The small group exception does not apply to field observations.**
- (5) The percentage of candidates who rate the field supervision as “frequently” or “always/almost always” providing the expected components. The performance standard is 90%. Programs will be accountable for All, Male, Female, African-American, Hispanic, White and Other groups larger than 10.**

This will be the fourth accountable year for these indicators, so 2018-2019 and 2019-2020 demographic group performance will be aggregated into the 2019-2020 data according to the proposed rules in TAC §229.4(g).

13. Chapter 229.4(a)(1)(B) – Pass Rates – If a candidate fails the EC6 Core Subjects test twice as PACT or through another EPP, and then applies to and becomes admitted to our program to pursue EC6 CS, will the candidate's third and beyond test attempts for the EC6 CS test count towards our pass rates?

Only examination results from examinations that were approved by the EPP will be included in the EPP's pass rate calculation. Examinations approved by other EPPs, the PACT route, and other approval routes would not be included for state accountability purposes.

14. **Chapter 229.4(a)(2), (a)(4)(B), and (a)(5) - Principal Surveys, Exit Surveys and Teacher Satisfaction Surveys** — Can TEA please remove from the principal surveys, exit surveys and teacher satisfaction surveys, those educators who were THECB Educational Aides since they are exempted from field-based experiences and student teaching/clinical teaching/internship? The state of Texas (THECB) mandates that colleges and universities NOT prepare them sufficiently and therefore, we should not be held accountable for those survey results. Universities are not allowed to “Well Prepare” or “Sufficiently Prepare” the THECB exempt aides since we are not allowed to field supervise them and therefore those survey results should be deemed invalid. Please address.

TEA staff understands this concern and will investigate options for addressing it with stakeholders. We will also include the JROTC exemption from clinical teaching, internships, and field-based experiences as part of this discussion.

15. When entering professional level candidates in the ASEP Finisher list, I am confused how to code them. For example, my predecessor listed them as Principal (EC-12) – Traditional, Superintendent (EC-12) – Traditions, etc., but in a call to a previous TEA employee I was told all the professional level candidates should be listed as Post Bac since these candidates already have an undergraduate degree. I am still confused how I should be coding the professionals.

If your EPP is authorized for post-baccalaureate preparation and the candidate is seeking a Master’s degree as well as certification, classify them as 33 – University Post Bac with Prep. If the candidate already has a Masters’ degree, is not seeking a further degree, and your EPP is authorized for alternative preparation, then you may classify the candidate as 35 – University ACP with Prep.

16. **Chapter 229.4(a)(2) - Principal Surveys** – When TEA distributes the principal survey forms to the principals throughout the state each year, does TEA designate on the survey the actual educator's name and educator preparation program that recommended the candidate for certification? Or do the principals receive the surveys with the educator's name and then the principal determines which EPP the candidate came from? I ask this because some districts think a few of their new educators were recommended by our university, when actually the educators received a bachelor's degree from here, but were recommended for certification through an outside ACP.

The principal does not link the candidate to a recommending program. TEA links PEIMS date with certification data to match candidates to their recommending program.

17. **Chapter 229.9 - Fees** – How is TEA going to charge the \$55 “admitted” fee to each educator preparation program? Will we be charged one-by-one, quarterly or annually? Will it be by a roster we send to TEA, or will TEA get the roster from all the test approval accounts we set up as the candidates are newly admitted and we input them to ECOS within 7 days of EPP admission? Will we be billed by TEA or Region XIII ESC? Will we be charged for candidates who were “Newly Admitted” during the academic year or for “All Those Admitted (enrolled)” during the academic year? Please explain the process so that we can prepare in advance for implementation.

The proposed ASEP Technology fee will be assessed for each candidate admitted to an EPP during an academic year. Because the effective date for the fee will be March 15, 2017, only those candidates admitted between March 15 and August 31, 2017 will be included for the 2016-2017 academic year. EPPs will be sent an invoice from the TEA after the close of each academic year. The list of candidates will be determined by the Admittance Date submitted by the EPP through the Test Approval upload. As the ASEP system is modified to address this and other changes in the TAC, the procedures for uploading candidates and invoicing EPPs may change.

CSOTTE Conference 2016 Questions for TEA

18. **Scenario** – An Alternative Teacher Certification Program intern has been held over for a second year in order to complete the PPR exam. The intern received the required three (3) observations during the first year; two (2) observations were completed at the beginning of the second year. The intern passed the exam and was recommended for the Standard Certificate before a third observation was scheduled.

- a. Would the program be out of compliance for not completing three (3) observations during the second year if the intern completed testing and certification requirements prior to the next scheduled observation date?

The EPP would not be out of compliance if the first and second formal observations met the criteria for a formal observation (i.e. pre-conference, observation of the appropriate length during the appropriate portion of the assignment, and post-conference).

- b. Do observations need to continue beyond the point at which the Standard Certificate is issued?

An EPP must provide ongoing support to a candidate for the full term of the initial and any additional internship, unless, prior to the expiration of that term: a standard certificate is issued; the candidate resigns, is non-renewed, or is terminated by the school or district; the candidate is discharged or is released from the EPP; or the candidate withdraws from the EPP.

- c. Does this same compliance issue apply to candidates seeking professional certifications (principal, school counselor, superintendent, etc.), and who are on a Probationary Certificate?

Practicum observations are not currently required to be collected or reported.

19. How will the Intern/Probationary Certificate work for professionals? Are there going to be two levels of certification before standard for the professionals? What will the criteria be?

Effective September 1, 2017, an EPP may recommend an intern certificate if the candidate meets all requirements established by the recommending EPP, which shall be based on the qualifications and requirements for the class of certification sought and the duties to be performed by the holder of an intern certificate in that class. The intern certificate is valid for one twelve-month period.

Effective September 1, 2017, an EPP may recommend a probationary certificate if the candidate meets all requirements established by the recommending EPP and the candidate has passed the examination required for the certificate. The probationary certificate is valid for one twelve-month period and may be extended for a one twelve-month period if the criteria for an additional practicum is met.

An EPP may recommend an additional practicum under a probationary certificate if the EPP certifies that the first practicum was not successful, the EPP has developed a plan to address any deficiencies identified by the candidate and the candidate's field supervisor, and the EPP implements the plan during the additional practicum. An EPP may also recommend an additional practicum under a probationary certificate if the EPP certifies that the first practicum was successful and that the candidate is making satisfactory progress toward completing the EPP before the end of the additional practicum. A practicum is successful when the field supervisor and the site supervisor recommend to the EPP that the candidate should be recommended for a standard certificate.

CSOTTE Conference 2016 Questions for TEA

20. Would Dr. Miller clarify the expected documentation for the following (concern that districts/principals will not have sufficient time to gather the evidence required): 19 TAC §228.2(12) and (23): The cooperating teachers and mentors were trained and held the required credentials. Evidence required:

- Service record; and
- Teaching certificate; and
- Evidence of training; and
- Evidence of accomplishment as an educator includes:
- Evaluations that include evidence of student learning; or
- Campus or district reports that include evidence of student learning; or
- Letters of recommendation that include evidence of student learning.

Documentation from EPP and campus or district administrator is required if an individual with the required credentials is not available.

The figure in 19 TAC §228.10(b)(1) related to the cooperating teacher and mentor credentials was amended at adoption in response to public comment. The current evidence for cooperating teacher and mentor credentials includes:

- **Service record and teaching certificate; or**
- **A form signed by the campus or district administrator attesting that the cooperating teachers and mentors meet the certification, experience, and accomplishment as an educator criteria; and**
- **Evidence of training.**

Evidence of accomplishment as an educator includes:

- **Evaluations that include evidence of student learning; or**
- **Campus or district reports that include evidence of student learning; or**
- **Letters of recommendation that include evidence of student learning.**

Documentation from EPP and campus or district administrator is required if an individual with the required credentials is not available.

21. Why is clinical teaching not available for university-based Alternative Certification Programs? Isn't a semester in a classroom learning from a seasoned professional better than being stranded on your own in a classroom where you are the teacher of record?

To support the goal of improving teacher pre-service training, one of the action items that is included in the TEA Strategic Plan for 2017-2021 is to incentivize and support clinical residency models that place teacher candidates in the classrooms of experienced and effective teachers to learn best practices. Clinical teaching is an option for any EPP. If an EPP did not include clinical teaching as part of its new program approval application, the EPP can apply to add clinical teaching to its program offerings. Interested EPPs may contact their assigned TEA EPP support staff for more information.