

# Effective Preparation Framework

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



## EPP Leadership and Planning

### 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

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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.

Talent Recruitment and Management

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## P-12 Partnership

### 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.

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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 that are research-based and aligned with the standards for effective teaching and learning.



### Instruction and Support

#### 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

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