



# Texas Education Agency Town Hall Meeting

Consortium of State Organizations for Texas  
Teacher Education (CSOTTE)

October 20, 2020



- Ongoing COVID-19 response
- Vision and initiatives related to educator support
- Certification exam redesign and updates
- Program reviews and accountability
- Continued opportunities for communication and collaboration
- Questions

The background of the slide is an aerial photograph of a city skyline, likely Austin, Texas, during the golden hour. The skyline is reflected in a body of water in the foreground. The text "COVID-19 Updates" is centered in a large, bold, blue font on a white rectangular background.

# COVID-19 Updates

Ryan Franklin

- As we've heard from individuals, programs, and organizations over since early March, we have been affirmed that **we continue to share the same goals:**
- Ensuring the safety of our students, both PK-12 and teacher candidates
- Ensuring we have a well-prepared teacher workforce to meet the demands of the districts we serve across the state

- Texas Association of Colleges for Teacher Education (TACTE)
- Texas Alternative Certification Association (TACA)
- Texas Association of Certification Officers (TACO)
- Associate and Assistant Deans and Directors of Texas (ADoT)
- Texas Coordinators for Teacher Certification Testing (TCTCT)
- Texas Directors of Field Experiences (TDFE)

# Data on Certificate Flexibility

The Governor's waiver allowed for one-year **Probationary Certificates** to be issued to EPP finishers who were unable to complete the testing requirement.

**7,312** Certificates were issued to  
**5,918** Individuals

The Governor's waiver allowed for **Intern Certificates** to be issued to candidates enrolled at an EPP who were unable to complete the testing requirement.

**11,470** Certificates were issued to  
**8,118** Individuals

# Ongoing Flexibility

## Updated SBEC Rules

Clinical experiences can utilize virtual settings

Field-based experiences can utilize virtual and asynchronous settings

TEA has updated guidance and resources.

## Existing Flexibility

Due to the continuation of the Declaration of Disaster, clinical experiences can be shortened by up to 20%

**CHECK NEWSLETTER FOR UPDATES**

## **Testing Capacity:**

- Social distancing requirements continually factored into capacity
- Pearson technical assistance support for partner centers
- Addition of new partner centers, reopening of previously closed centers, and extension of hours/days of operation at centers
- Candidate ability to check for testing seat availability through the Texas Educator Certification Examination Program website

## **Non-traditional K-12 Instruction:**

- Continuing to collaborate with programs and K-12 partners to determine the best next steps

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# Educator Support Vision and Initiatives

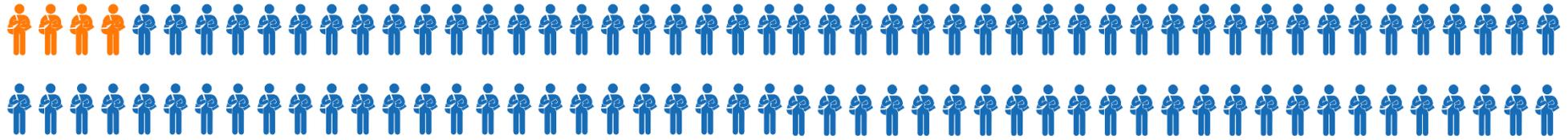
Kelvey Oeser  
Deputy Commissioner

# We need to work together to raise the perception of the teaching profession

## Do High School Students Want To Become Teachers?

4%

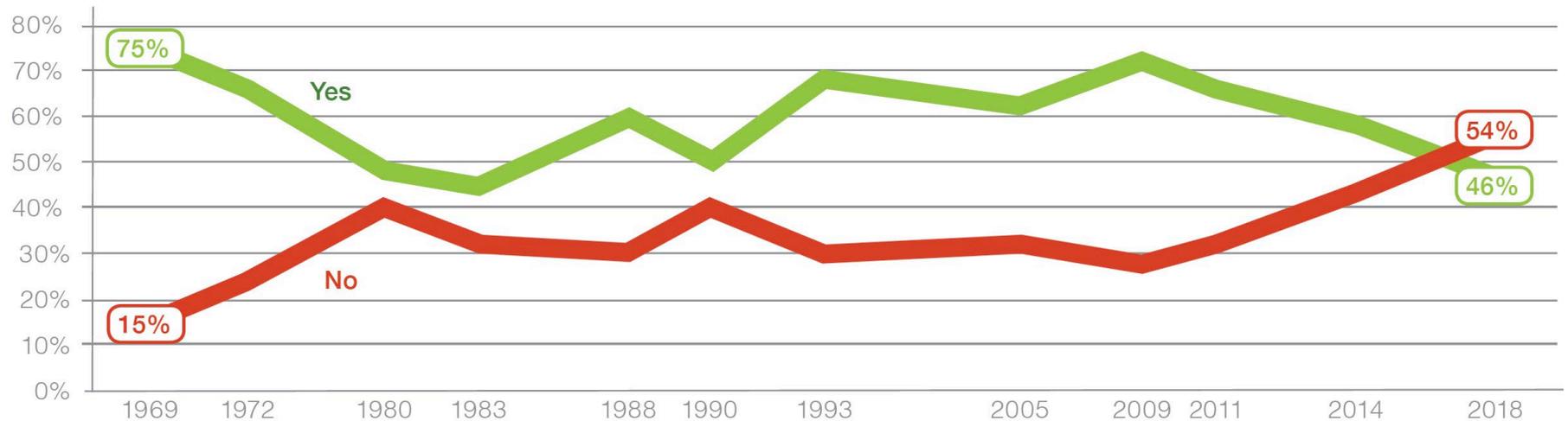
of HS students indicated interest in education major.\*



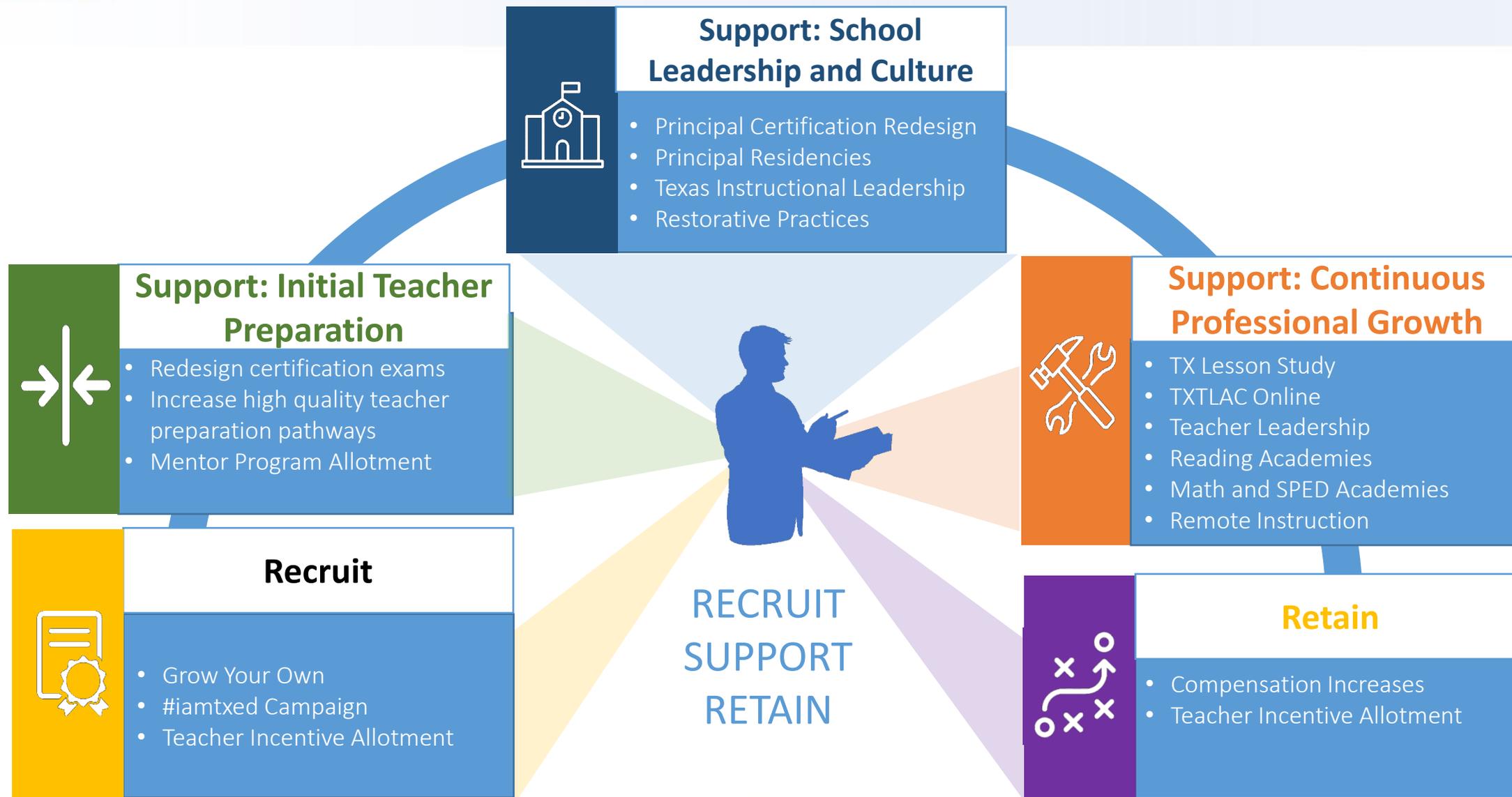
## Do Parents Want Their Children To Become Teachers?

46%

of parents want their kids to become teachers.

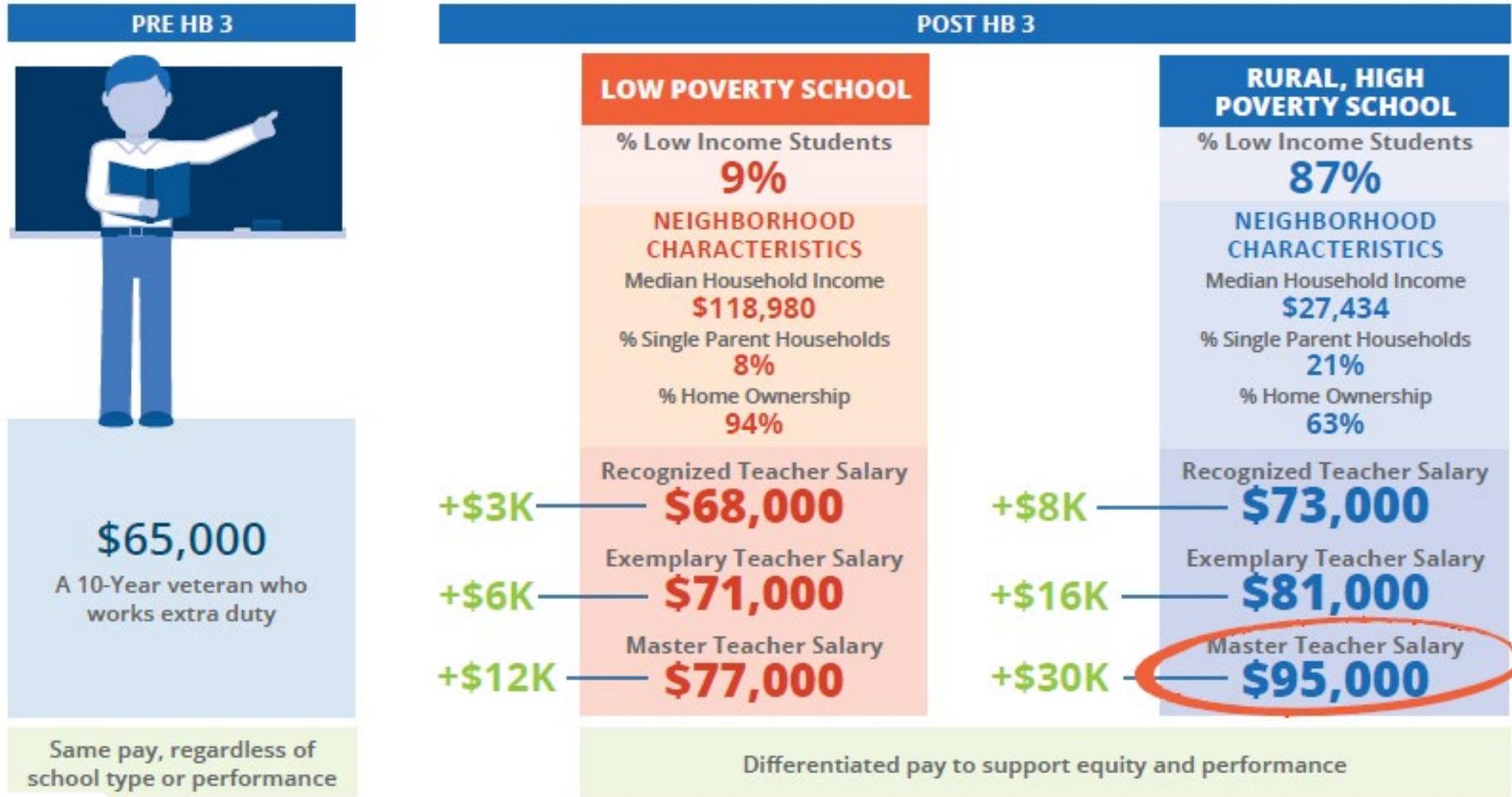


# Recruiting, Supporting, and Retaining Teachers Requires a Continuum of Policies and Practices



Research shows compensation plays a major role in both the recruitment and the retention of great teachers.

ENCOURAGING THE BEST TEACHERS TO STAY IN THE CLASSROOM WHERE THEY ARE MOST NEEDED



# Teacher Incentive Allotment: Paying Teachers More, With a Focus On Equity

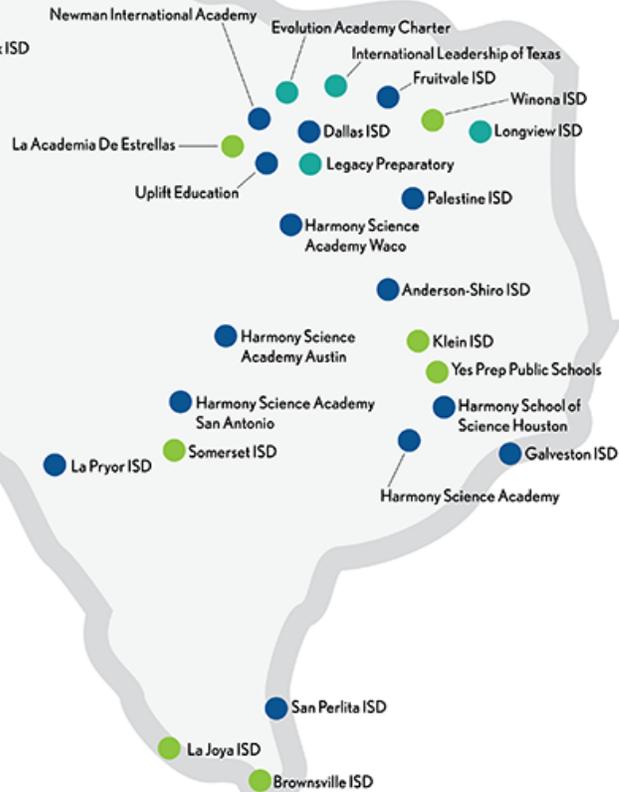
- ✓ Funding ranges from **\$3,000** - **\$32,000** per teacher per year
- ✓ At least **90%** must be spent on teacher compensation at their campus
- ✓ Designations are good for **5 yrs** and are **portable**
- ✓ TEA approves **locally developed systems**, not individual designations

—————→ **More Poverty**

		Non Eco-Dis	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
<b>Recognized</b>	Non-rural	\$ 3,000	\$ 3,750	\$ 4,500	\$ 6,000	\$ 7,500	\$ 9,000
	Rural	\$ 6,000	\$ 6,750	\$ 7,500	\$ 9,000	\$ 9,000	\$ 9,000
<b>Exemplary</b>	Non-rural	\$ 6,000	\$ 7,500	\$ 9,000	\$ 12,000	\$ 15,000	\$ 18,000
	Rural	\$ 12,000	\$ 13,500	\$ 15,000	\$ 18,000	\$ 18,000	\$ 18,000
<b>Master</b>	Non-rural	\$ 12,000	\$ 14,500	\$ 17,000	\$ 22,000	\$ 27,500	\$ 32,000
	Rural	\$ 22,000	\$ 24,500	\$ 27,000	\$ 32,000	\$ 32,000	\$ 32,000

—————→ **More Funding**

- 1-Year Provisional Approval
- 2-Year Provisional Approval
- 5-Year Full Approval



- ✓ 26 school districts in first TIA cohort
- ✓ \$40 million to about 3,650 teachers across the state for the 2019-2020 school year
- ✓ An additional 277 National Board teachers were designated at 14 districts and generated about 1.2 million.



**2399 teachers**  
**\$6,302 avg**



**1100 teachers**  
**\$12,587 avg.**



**427 teachers**  
**\$22,508 avg**

# “Grow Your Own” programs help recruit local talent who are likely to stay in or return to a local community to teach.



RECRUIT

## Pathway 1: 9,288 High School Students

## Pathway 2: 452 Paraprofessionals

## Pathway 3: 192 Teacher Residents

High-quality Education and Training programs, with dual credit opportunities

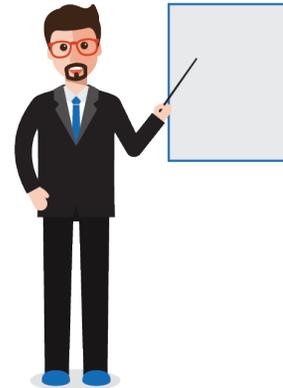
Bachelor’s degree completion and teaching certifications in high-needs areas

High-quality clinical teaching residencies and intensive preservice training

**\$8,000 - \$10,000** per high school  
**\$5,000 - \$10,000**  
per Education and Training teacher

**\$5,000 - \$12,000**  
tuition reimbursement per candidate

**\$5,000 - \$15,000**  
stipend per student teacher



## Accomplishments:



- Exposed **9,288** non-unique students to E&T courses over two academic years.
- **452** paraprofessionals offered a path to classroom certification.
- **192** undergraduates supported through intensive pre-service training and certification program.
- Improved teacher pipeline efforts in **29** rural districts.
- Minority recruitment is **30.5% higher** than the current Texas teacher workforce.

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## Needs to Scale Impact:



- Equip districts to successfully establish and grow their high school Education and Training programs by offering:
  - **Resources** (marketing materials, guides, high-quality curriculum) and
  - **Training and support** (GYO institute, webinars, community of practice)



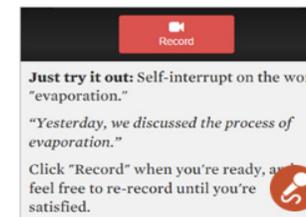
Built for the reality of busy teacher lives, each 15-minute module follows a similar design pattern:



**STEP INTO A CLASSROOM**  
Observe the technique in action with teachers and students.



**SEE A MODEL**  
Watch members of Uncommon Schools' TLAC team modeling how to practice the technique.



**PRACTICE**  
Record yourself practicing to review and share with others.

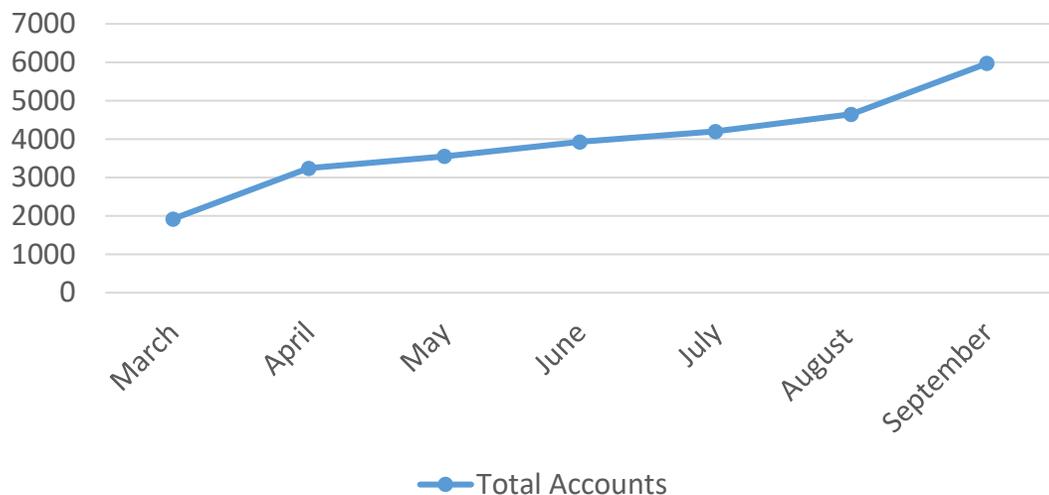
Some modules also include Doug Lemov in conversation with champion leaders and teachers about the benefits, impact, and nuances of the specific technique.

Texas TLAC Online currently has 24 modules covering 11 techniques in 3 categories:

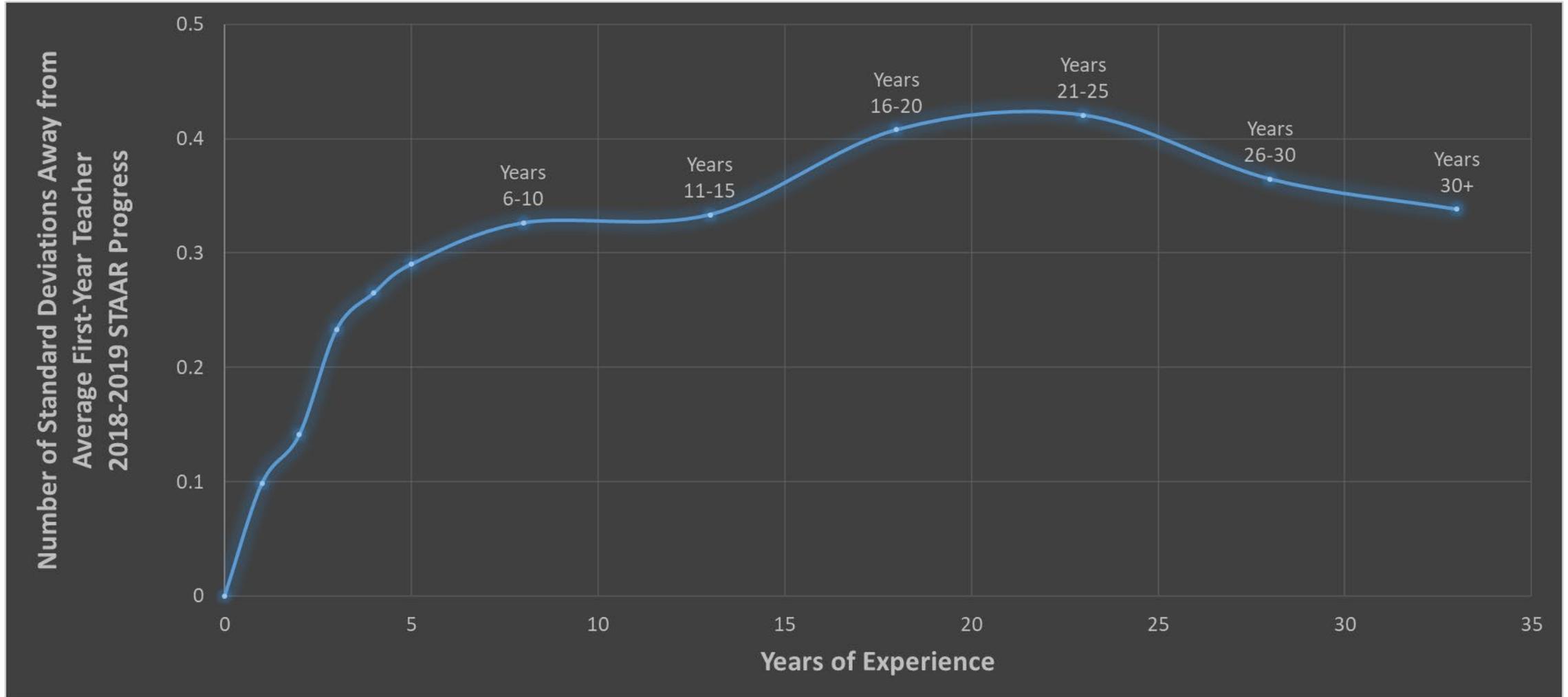
Behavior and Culture	Planning for Achievement	Engaging Academics
What To Do	Double Plan	Cold Call
Radar	Plan For Error	Show Call
Least Invasive Intervention	Art of the Sentence	Stretch It
Strong Voice	Exit Tickets	

Through a TEA-sponsored program, Texas TLAC Online is available at no cost to all educators and education students in Texas.

Total TXMLAC Online Accounts



# Students taught by inexperienced teachers are, on average, at a disadvantage



## Expanding teacher residency models will support more Texas teachers to be ready to meet the needs of students on Day 1.

**Goal: Ensure a high-quality, diverse teaching workforce that is well-prepared to meet the needs of all Texas students beginning Day 1.**

### Texas Teacher Residency Model Priorities:

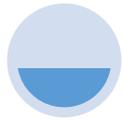
- Strengthen our recruitment and selection of a high-quality, diverse teacher candidate pool
- Ensure a high-quality clinical experience for all teacher candidates through teacher residency programs
- Use competency and performance-based assessments to inform the design of teacher residency programs and determine teacher candidate preparation for their first day of teaching

# How does the medical field ensure doctors have the required knowledge and skills by their first day as a physician?



## Before Medical School

Rigorous undergraduate coursework  
Intentional recruitment and selection of students



## Medical School

**4 Years**  
Specialized, research-based coursework, which includes clinical experience



## The Match

Intentional matching of physician and residency based on specialized skill sets



## Medical Residency

**3-7 Years**  
Extensive, hands-on, supervised training and practice under an attending physician



## Continuing Medical Education

**Practicing Physician**  
State licensure as minimum bar, with board certification in specialties



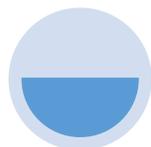
Compared to the medical profession, the majority of teacher preparation programs in Texas have a shorter pre-service training (with varying amounts of clinical experience) and no residency experience.

Preparation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8 and Beyond
<b>Medical Preparation with Residency</b>	Preparation: Medical School				Residency: 3-7 Years			Practicing Physician
<b>Traditional Teacher Preparation</b>	Preparation: Educator Preparation Program (IHE)		Teacher of Record					
<b>Non-Traditional Teacher Preparation</b>	Preparation: Educator Preparation Program (Alternative Certification)	Teacher of Record						



## Before Teacher Residency

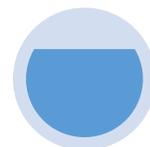
Intentional recruitment and selection of **diverse, high quality candidates**



## Teacher Residency

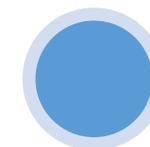
**2 Years**  
Content-specific, research-based coursework integrated with targeted skill-building

**Extensive, hands-on, supervised training** and practice under the guidance of a mentor teacher in a residency lab school



## The Match

Intentional matching of resident and placement school based on resident profile and performance.

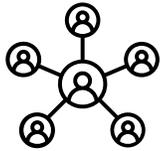


## Certification

**Certified Teacher**  
Certification requirements include **demonstrated impact on student outcomes**

Teaching is brain surgery,  
and the procedure happens while patients are awake and providing feedback.

## Residency Lab School – “Teaching Hospital”



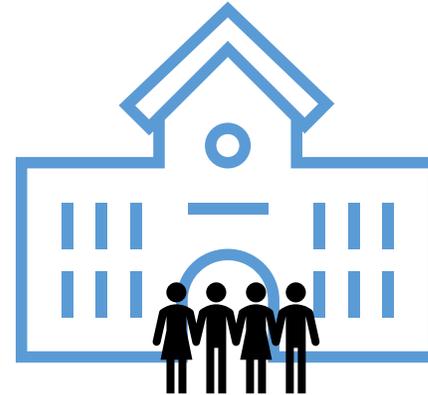
**Serves a feeder school pipeline within or across districts:**

Places teacher candidates in similar campus settings with aligned academic and coaching models



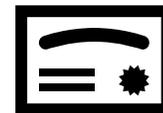
**Implements an academic and coaching model:**

Implements high-quality curriculum (TRR/OER) and formative coaching protocols (TIL/TXLS)



**Staffed with Host Teachers (the “Attending Physicians”):**

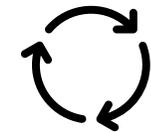
Teachers designated as Recognized, Accomplished, or Master teachers and trained in Teacher Mentor Allotment-approved training programs



LEA must have an approved local designation system for the Teacher Incentive Allotment



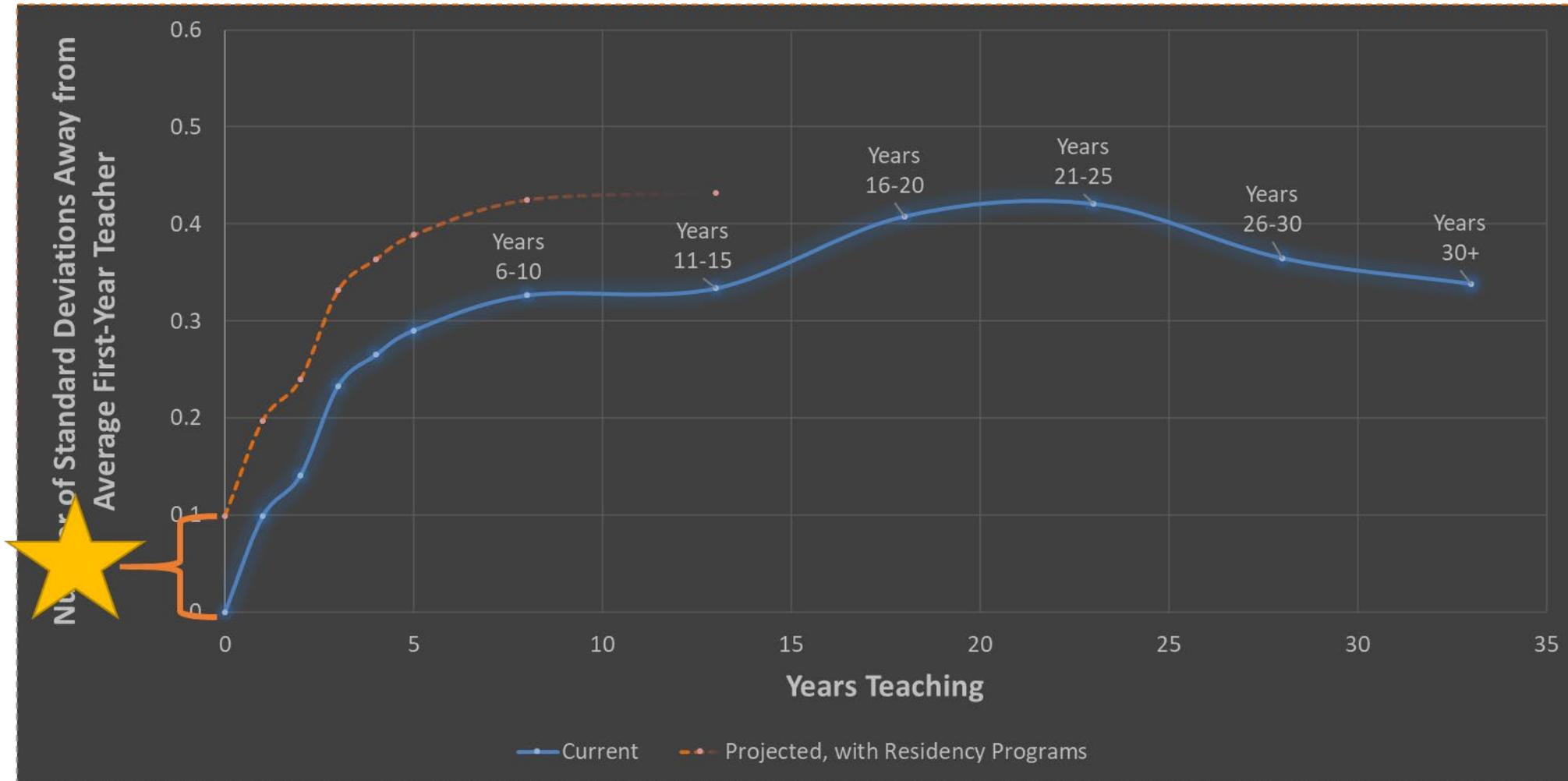
Led in partnership by the EPP and LEA, potentially through a formal 1882 partnership



**Establishes structures for sustainability:**

Implements school models that support sustainability long-term, such as ADSY, staffing models, and distributed leadership

High-quality teacher residency programs could significantly shift the learning curve for new teachers, ensure teachers are well prepared for Day 1, and impact thousands of students in new teacher classrooms.



# EPPs and LEAs need to work together to raise the perception of the teaching profession

- EPP and LEA partnerships, such as through Grow Your Own or Residencies programs, specifically focused on meeting local diversity and placement needs
- Designing preparation content together that is practice-based, content and context-specific aligned to teaching contexts, LEA expectations, and local community needs
- Connecting preparation to a high bar for demonstration of effectiveness, such as Teacher Incentive Allotment designation systems, and edTPA and National Board portfolio assessments

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# Educator Certification Exam Redesign

Jessica McLoughlin

# What components do we need to consider to ensure teachers have the knowledge and skills necessary to serve Texas students on Day 1?

## Keys to Teacher Quality

### Pedagogical Content Knowledge

“content knowledge for teaching is the **strongest** teacher-level predictor of **student achievement**”

### Focus on Skill-Building

“(teachers) with more coursework on **methods/pedagogy** felt better **prepared to teach** and **stayed longer** in the profession.”

### Pre-Service Practice

“(first-year teachers) who had practice teaching prior to their employment were over **three times less likely to depart**”

# Ongoing redesign of content pedagogy exams

- ✓ Redesign of content pedagogy exams underway in alignment with educator standards and the TEKS: focus on authentic Texas classroom scenarios, foundational skill-building, content pedagogy, and equity
- ✓ Redesign structure of content pedagogy exams: constructed response questions, scenario-based clusters

## Principal as Instructional Leader

- Test design included scenario-based questions and four constructed-response questions
- Implemented Performance Assessment for School Leaders (PASL)
- Aligned certification exam content with instructional leadership best practices
- EPP application to offer the associated PAIL certificate, including aligned curriculum and associated performance tasks

## EC-3

- Test design included scenario-based questions and a multi-step constructed response question
- Specified EC-specific coursework hours
- EPP application to offer the associated EC-3 certificate, including aligned curriculum and associated performance tasks

## Science of Teaching Reading

- Test design included scenario-based questions and a multi-step constructed response question
- HB3 requirement for candidates who will teach students in grades EC-6
- Strong alignment of exam content with Reading Academy content



# Additional redesigns underway

Jan 2021

- Educational Diagnostician

Sept 2021

- School Counselor
- PPR for Trade and Industrial Education

Jan 2022

- English Language Arts and Reading: 4-8

TBD

- English Language Arts and Reading: 7-12
- Health
- Physical Education

**Special Education: EC-6**

**Special Education: 6-12**

**DeafBlind: EC-12**

**Bilingual Spanish**

Standards Advisory Committee, including teachers, EPP faculty, and school/district administrators, developed the educator standards based on research-based best practices.

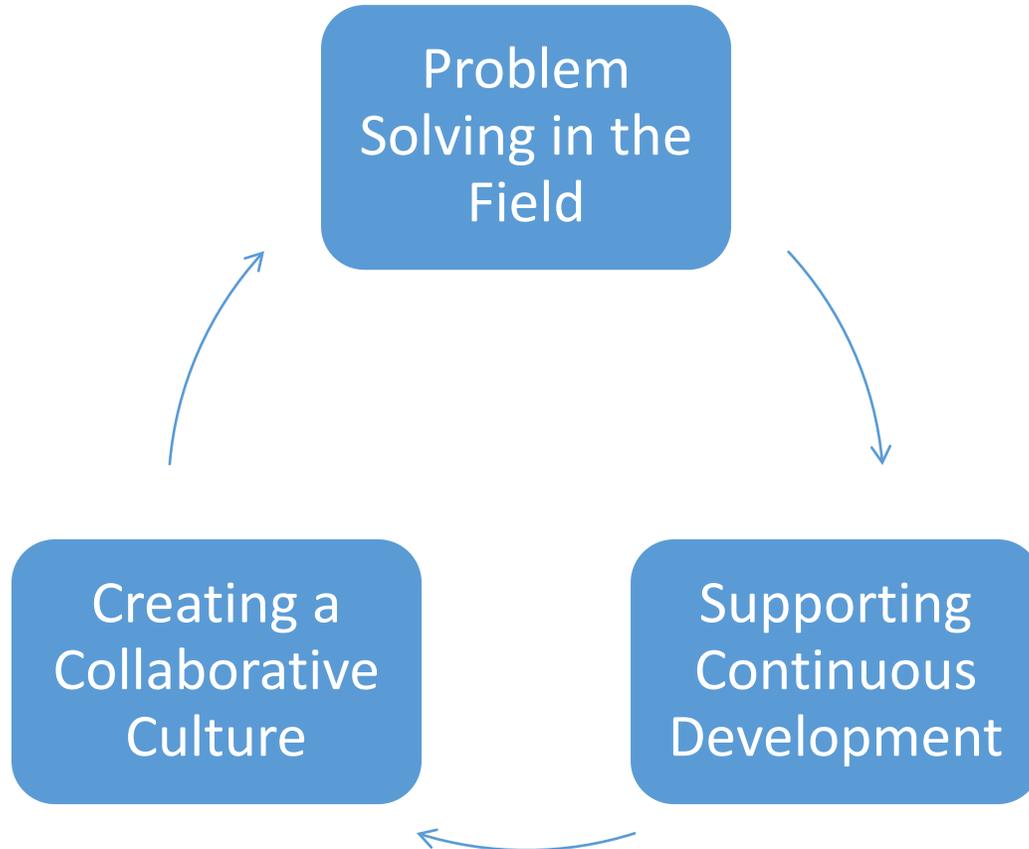
The standards went through rounds of iterative feedback with the standards committee and were open for public comment and multiple opportunities for feedback from the SBEC.

The SBEC adopted the standards in July 2020 and are effective as of October 15, 2020.

# Educator Standards and Certification Exam Development Processes

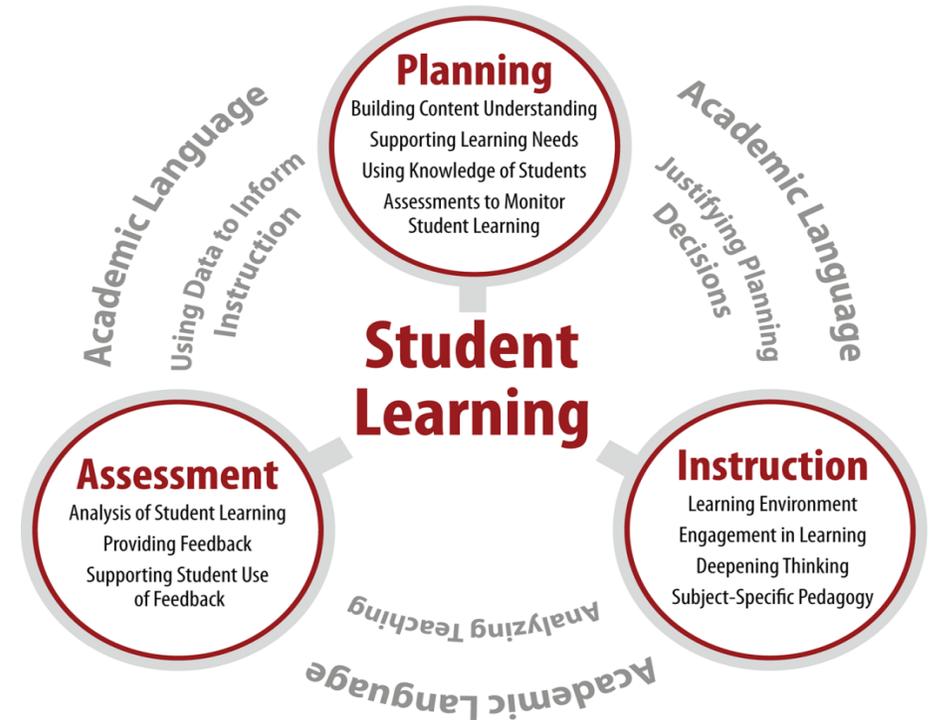


- With SBEC’s adoption of these standards, TEA staff, in partnership with the testing vendor and stakeholders, will begin to develop the certification pathways aligned with these standards.
- Education certification exam development is a multi-year process.
- During the development process, candidates may continue to be certified through the current certification pathways with the current certification exams.



- Three performance tasks aligned with high-leverage skills required of effective school leaders
- Reinforces and extends upon knowledge and skills demonstrated in the Principal as Instructional Leader TExES
- Annual Fall and Spring submission windows, with virtual learning environment options

- Portfolio-based performance assessment grounded in the cycle of effective teaching
- 28 subject-specific areas
- Evidence of practice in Planning, Instruction, and Assessment, with an underlying focus on Analysis of Teacher Effectiveness and Academic Language
- Ongoing submission windows with options for virtual learning environments



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# edTPA Pilot in Texas

Jessica McLoughlin

**A pilot of the portfolio-based, performance assessment, edTPA, was approved by the SBEC in July 2019.**

**The edTPA pilot aims to gather data on edTPA implementation in Texas, including the impact of the edTPA on teacher candidate training and outcomes.**

**TEA staff provide an update on the edTPA pilot at each SBEC meeting.**

## **27 Educator Preparation Programs:**

- **16 IHE, 11 ACP**
- **~12 Texas regions**

## **Collaboration and Support:**

- **Regional training and webinar series facilitated by edTPA National Academy members**
- **Monthly pilot webinars**
- **Educate Texas Community of Practice**
- **Stipends for candidates and mentor teachers**



# edTPA Year 1 Pilot Outcomes

## Who we are:



27 EPPs



from 12 regions



With 40+ district partners

## What we accomplished in the first year:



100s of hours spent building collective capacity



400+ candidate portfolio submissions



Across 13 handbooks

## **34 Educator Preparation Programs**

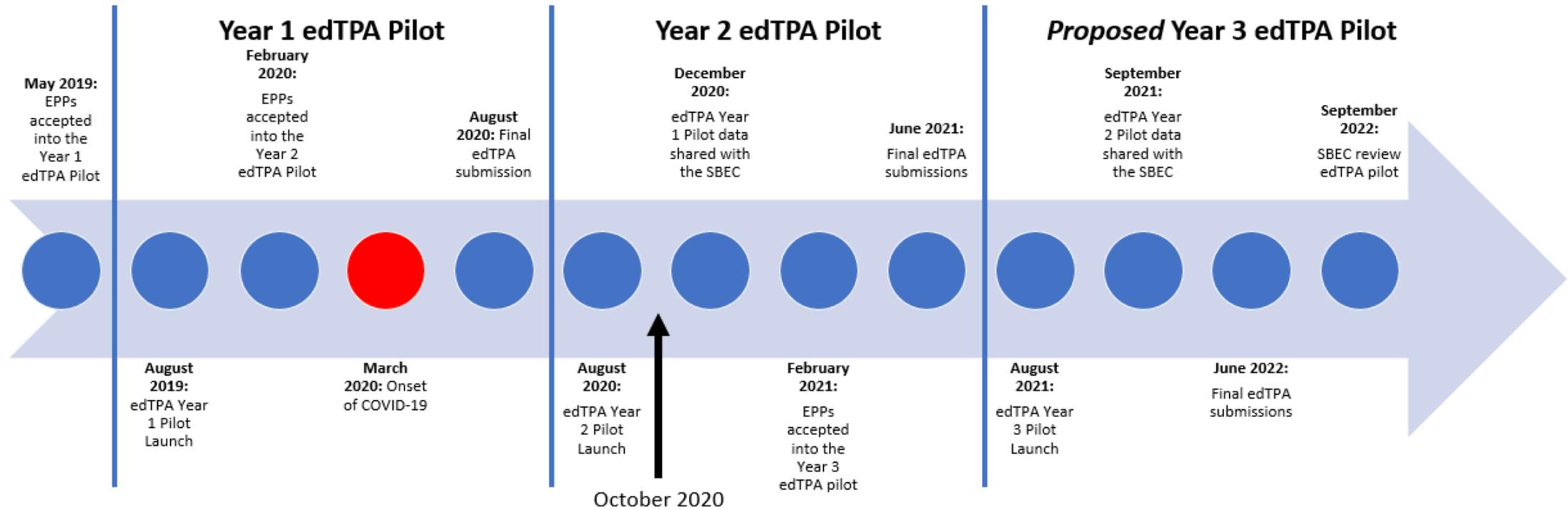
- **19 IHE, 15 ACP**
- **~12 Texas regions**

## **Collaboration and Support**

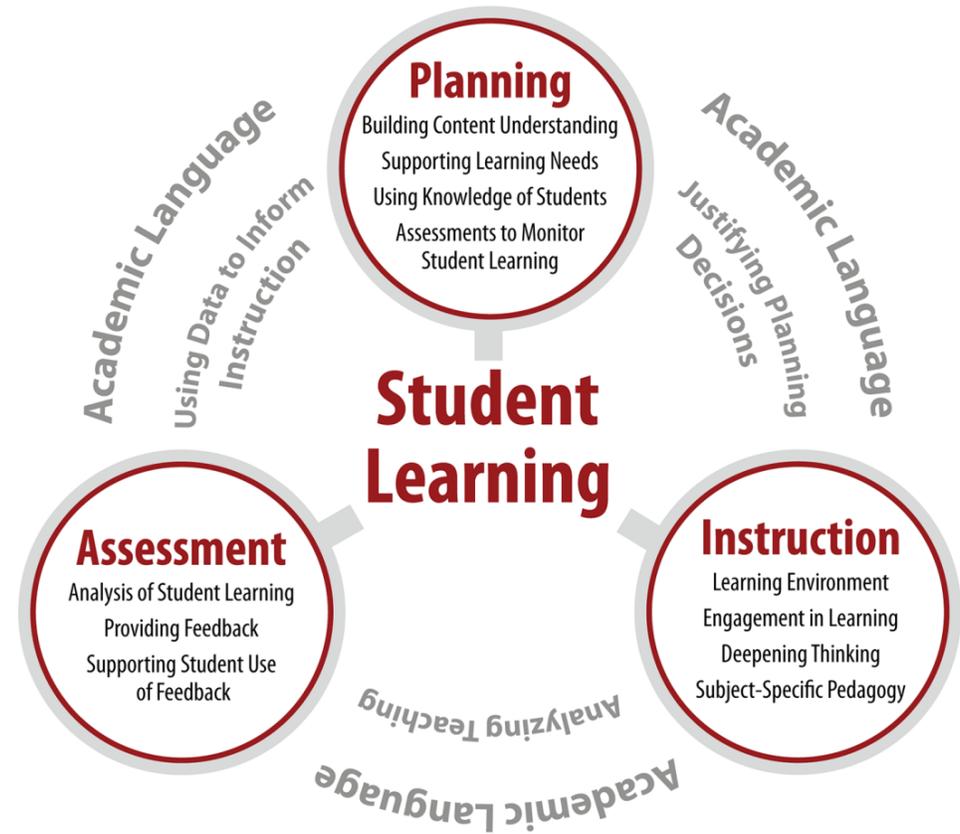
- **3 Regional Coordinators**
- **Regional training and webinar series facilitated by edTPA National Academy members (including supports targeted for virtual learning environments)**
- **Monthly pilot webinars**
- **Educate Texas CoP**
- **Stipends for candidates and mentor teachers**



# Proposed Timeline for Extending the Texas edTPA Pilot



- Do you want to know if teachers are planning lessons to support all of the students in the class?
- Do you want to know if teachers are creating positive learning environments and delivering instruction that is engaging and aligned?
- Do you want to know if your teachers are designing high quality assessments that are aligned to the standards and that they are providing feedback to help your students grow?



## Strong alignment between edTPA and prioritized work in Texas districts:

- **Instructional Leadership:** Data-driven instruction, lesson planning and formative assessment, student culture routines, and observation and feedback practices
- **Effective Schools Framework:** Effective instructional practices
- **Reading Academies:** Focus on content-specific pedagogy in Elementary Literacy handbook
- **AEL and T-TESS:** Opportunities for reflection on practice (educative)
- **Mentor Teacher Training:** Structured processes for mentor teacher support throughout edTPA completion

## Opportunities for deep collaboration:

- Video coaching and opportunities for short-cycle feedback
- Strong mentorship practices
- Aligned planning and instructional practices
- Strong baton passes from pre-service to in-service support

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# Continuing Approval Reviews

Dr. Tam Jones

# Continuing Approval for 2019-2020

25 EPPs were reviewed in '19-20 for continuing approval review

8 EPPs delayed due to COVID, 1 EPP still being evaluated

16 EPPs proposed for continuing approval at October SBEC meeting

# Looking ahead to 2020-2021 review cycle -

## Quick Overview:

We ARE having EPP  
program reviews in  
2020-2021

The 2020-2021  
Review Cycle  
officially kicked off  
October 1st

Programs have been  
sent all needed  
documents and due  
dates in summer

Programs have been  
informed of the type of  
review and start date  
that was sent in  
summer

Webinar on 8/26  
covered the review  
entire process and all  
documents

# What will the 2020-2021 reviews look like?

**Desk Review**

**On-Site Review**

**Virtual  
On-Site Review**

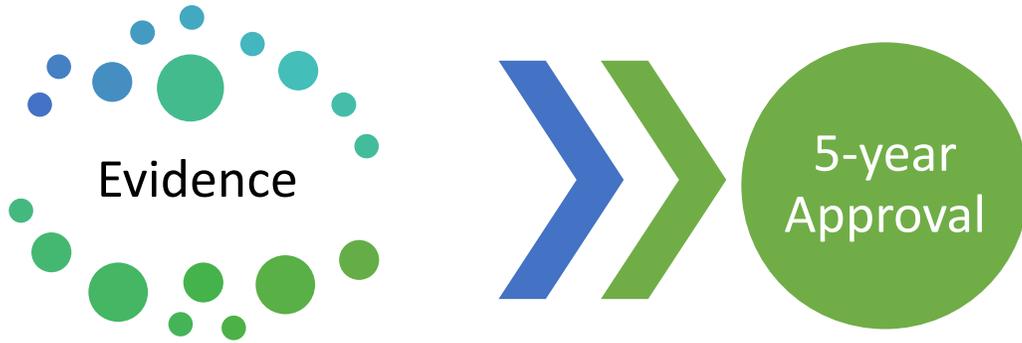
- 28 EPPs to review during 2020-2021 rotation cycle
- Risk assessment to determine desk reviews, onsite/virtual reviews
- Status report will include HB 3 provisions of STR components
- Mid-June: EPPs selected for onsite review contacted
- July: All EPPs to be reviewed for 2020-2021 w/revised forms contacted
- Late August: Webinar for 28 EPPs to review process and forms
- Kick-off week: October 5th

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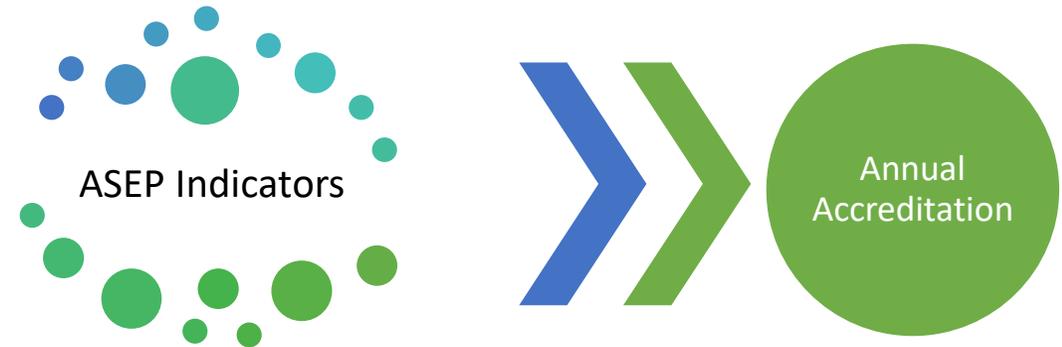
# Accountability & Accreditation Updates

Dr. Mark Olofson

# Two related cycles



Continuing Review



Accountability System for  
Educator Preparation  
Programs

# ASEP Progress this year

- Policy updates related to COVID
- Additional flexibility on accreditation statuses
- Formalization of student growth indicator
- Streamlined data collections
- Updated technical support for reporting
- Identification of opportunities for improvement

# Policy updates related to COVID

At the October meeting of the SBEC, the Board approved amendments to 19 TAC Chapter 229 that would give all EPPs a status of “Not Rated: Declared State of Disaster” for 2019-2020

- Follows the approach in the K-12 system
- Limit the impact of test center closures, LEA closures, and survey waivers on EPP accountability
- Would not be counted in any count of years
- Data is “report only”
- Candidates that completed their EPP in 2019-2020 but were unable to test exempted from ASEP pass rates

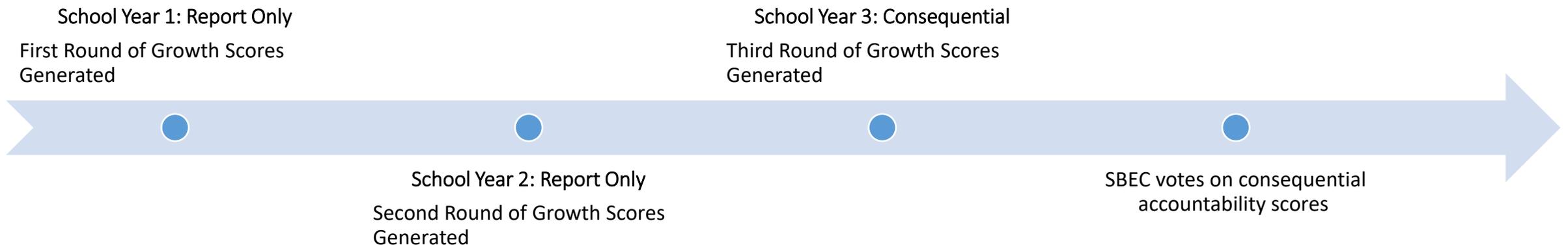
*SBEC will have the opportunity to revisit applicability of ASEP for 2020-2021 in the Spring/Summer of 2021*

## ASEP Index

- Combines the ASEP Indicators
- Creates an overall value that is used to determine the accreditation status
- Provides additional flexibility for programs
- First implementation year is "better of two systems."

## ASEP Student Growth Indicator

- Student growth in classrooms of beginning teachers
- Based on STAAR Progress measure
- Provides data to EPP and to the public about candidate impact
- First two years with available data will be “report only.”



# Streamlined data collections

- **Fewer reporting requirements for EPPs**
  - No GPA Spreadsheet
  - Reduction in exception forms
- **Implementation of additional “upload to update” data sets**
- **Reduced iterations of review & re-report**

**As a reminder, reporting data throughout the year – including observation data – simplifies your end of the year reporting**

- **Additional staff**
- **Help Desk Ticket System**
- **Updated webinars and other posted guidance**
- **Availability of newsletter as additional communication stream**
- **Internal: increased automation of review**

## **Some programs did not report admitted candidates**

- Additional EPP education/outreach
- Working individually to insert admission records

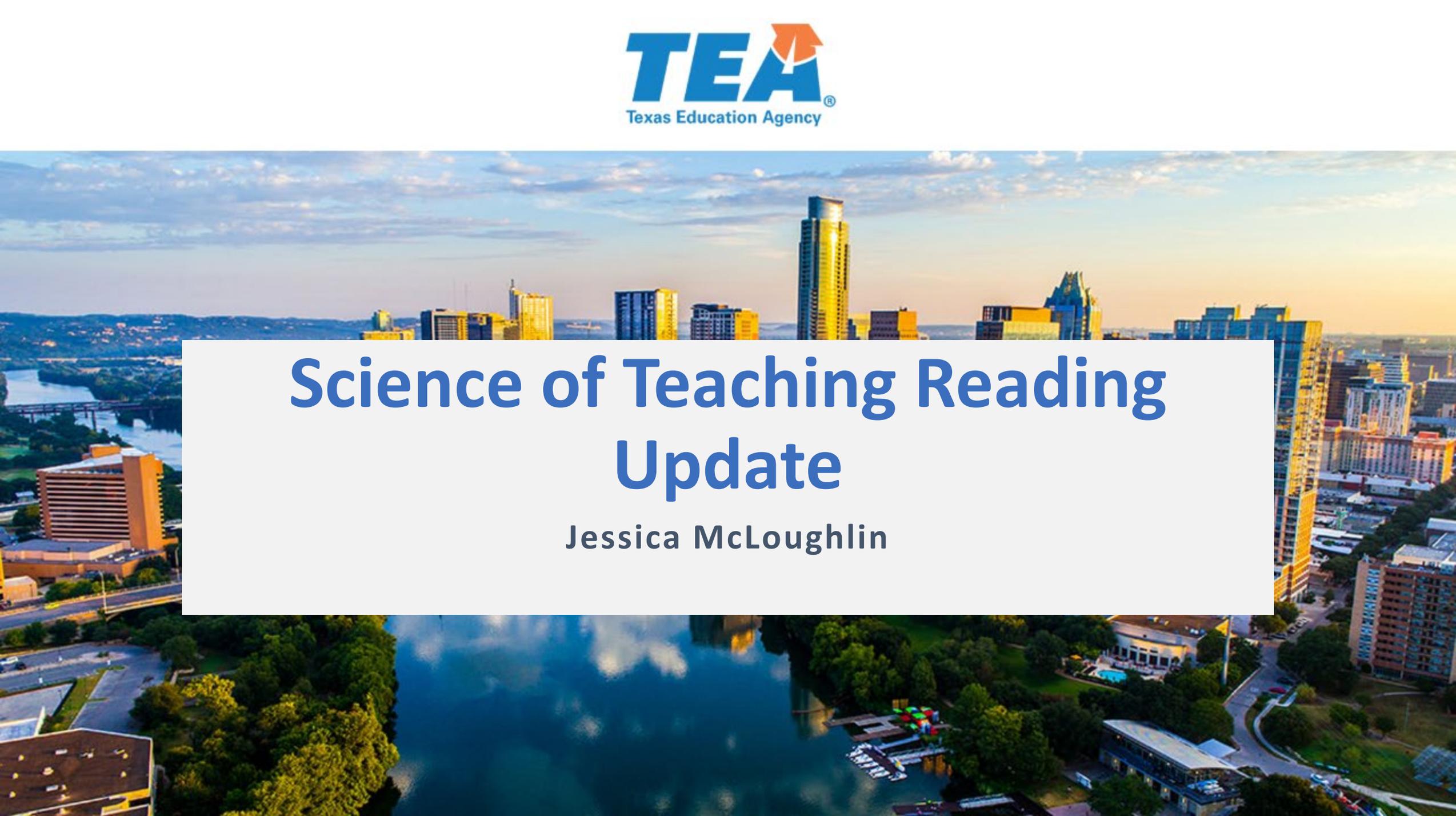
## **Challenges with Observation Reporting**

- Additional EPP education/outreach on file requirements
- Overhaul of ECOS data validation for observation uploads

**October 28: ASEP Retrospective Webinar**

- **Where applicable, run ASEP and related analyses**
- **Provide data back to EPPs**
  - Target: Mid-November
- **Where applicable, post data to Dashboards**
  - Target: Early December

*Providing data to EPPs and the larger community for use in continued improvement*

An aerial photograph of Austin, Texas, showing the city skyline with various skyscrapers and buildings. In the foreground, there is a large body of water, likely the Colorado River, with a bridge visible in the distance. The sky is a mix of blue and orange, suggesting a sunset or sunrise. The overall scene is a vibrant and scenic view of the city.

# Science of Teaching Reading Update

Jessica McLoughlin



# The STR Exam Requirement

# House Bill 3, 86<sup>th</sup> Legislature

## Science of Teaching Reading Exam Mandate



To earn a certificate to teach Pre-K to grade 6, a candidate must demonstrate proficiency in the science of teaching reading on a new, standalone certification examination, starting January 1, 2021.

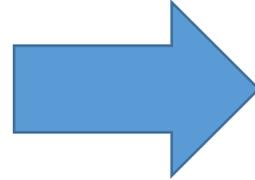


**In Statute**

TEC Sec 21.048 (a-2): The State Board for Educator Certification “shall adopt rules that provide that in order to teach any grade level from prekindergarten through grade six a person must demonstrate proficiency in the science of teaching reading on a certification for each class of certificate issued by the board after January 1, 2021.”

# Science of Teaching Reading Exam Requirement\*

Science of Teaching Reading exam requirement starting 1/1/2021 for Intern, Probationary and Standard Certifications



Early Childhood: EC – Grade 3

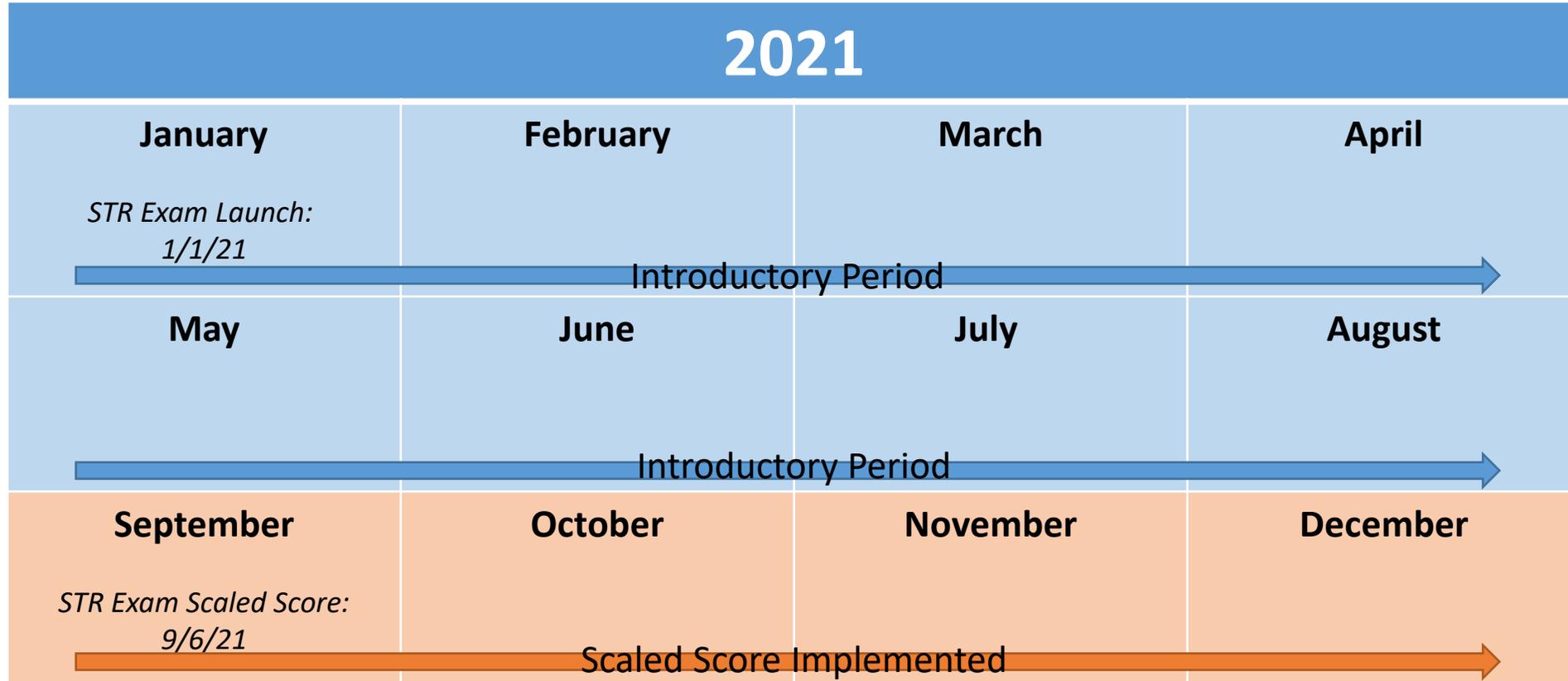
Core Subjects with Science of Teaching Reading: Early Childhood–Grade 6

Core Subjects with Science of Teaching Reading: Grades 4–8

English Language Arts and Reading with Science of Teaching Reading: Grades 4–8

English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4–8

# STR Exam Launch Timeline: Introductory Period





# STR Exam Administration

Registration for 293  
Science of Teaching  
Reading TExES is now  
open.

Scores for this exam are reported within 28 days of testing. The **earliest date** that you could receive your score report is noted in the following schedule. Score reports are posted to candidate accounts at 10:00 p.m. Central time on these dates.

Exam Dates	Score Report Date
1/1/2021–1/24/2021	2/5/2021
1/25/2021–2/7/2021	2/19/2021
2/8/2021–2/21/2021	3/5/2021
2/22/2021–3/7/2021	3/19/2021
3/8/2021–3/21/2021	4/2/2021
3/22/2021–4/4/2021	4/16/2021
4/5/2021–4/18/2021	4/30/2021
4/19/2021–5/2/2021	5/14/2021



# Candidates Impacted by the STR Exam Requirement

# Candidates who may be issued a standard certificate in an HB3-impacted field by December 31, 2020

- December Finishers
- Teachers serving on a probationary certificate issued under the Governor's waiver of certification exam requirements in Spring 2020
- Previous Finishers



# Pre-STR Implementation: Candidates who may be issued a standard certificate in an HB3-impacted field prior to 12/31/2020

**IHE  
Traditional**



Clinical Teaching

December 31, 2020

Content  
Pedagogy Test

PPR or  
edTPA

Standard Certification

**Alternative  
Certification**



Internship

December 31, 2020

Content  
Pedagogy Test

PPR or  
edTPA

Standard Certification

**All EPPs**



EPP requirements met  
Test Complete  
Fingerprint & Fees

December 31, 2020

Program Recommends in  
ECOS

Standard Certification

# Critical information for these candidates

## December Finishers

**I will have finished my educator preparation program by December 2020 and received my standard teaching certificate. Am I impacted?**

No. Teacher candidates who have finished their educator preparation program AND have been **issued their standard certification prior to December 31, 2020** will not be required to take the STR certification exam.

***If the teacher candidate's standard certificate has not been issued before December 31, 2020, the teacher candidate WILL be required to take the STR exam for issuance of their standard certificate.***

**How do I ensure that my standard certificate is issued prior to December 31, 2020?**

Teacher candidates who complete educator preparation programs in Fall 2020 will need to take the following steps to ensure that their standard certificate is issued before the December 31, 2020 deadline:

- Pass all required certification exams
- Complete fingerprinting
- Pay all certification fees
- Apply for their standard certificate, and
- Obtain a recommendation from their EPP for a standard certification in ECOS\*

\*Note: Teacher candidates should actively communicate with their EPP to notify them that they have applied for their standard certification to ensure that they obtain the necessary EPP recommendation.

***As soon as a standard certification has been issued, it will be visible on a teacher's SBEC Virtual Certificate at the link below:***

## Waiver Probationary Cert Holders

**I completed my educator preparation program in Spring/Summer 2020 and got a one-year probationary certificate instead of my standard because of COVID-19. Does the STR exam requirement impact me?**

It will, unless you act before December 31. Teachers on a one-year probationary certificate **who have completed all certification exam requirements and been issued a standard teaching certificate prior to December 31, 2020** will not be required to take the STR certification exam. While the one-year probationary certificate is valid up to one year after issuance, teachers on the one-year probationary certificate are strongly encouraged to complete all steps for standard certification issuance prior to December 31, 2020, in order to not be required to take the STR exam.

***If the one-year probationary certificate holder has not been issued a standard certificate before December 31, 2020, they WILL be required to take the STR exam for issuance of their standard certificate.***

**How do I ensure that my standard certificate is issued prior to December 31, 2020?**

Teachers on a one-year probationary certificate under the Governor's waiver will need to take the following steps, in collaboration with their educator preparation program, to ensure that their standard certificate is issued before the December 31, 2020 deadline:

- Pass all required certification exams,
- Apply for standard certification,
- Pay all certification fees, and
- Obtain a recommendation from their EPP for a standard certification in ECOS\*

\*Note: Teachers should actively communicate with their EPP to notify them that they have applied for their standard certification to ensure that they obtain the necessary EPP recommendation.

**All teacher candidates pursuing intern, probationary, or standard certification in one of the following fields:**

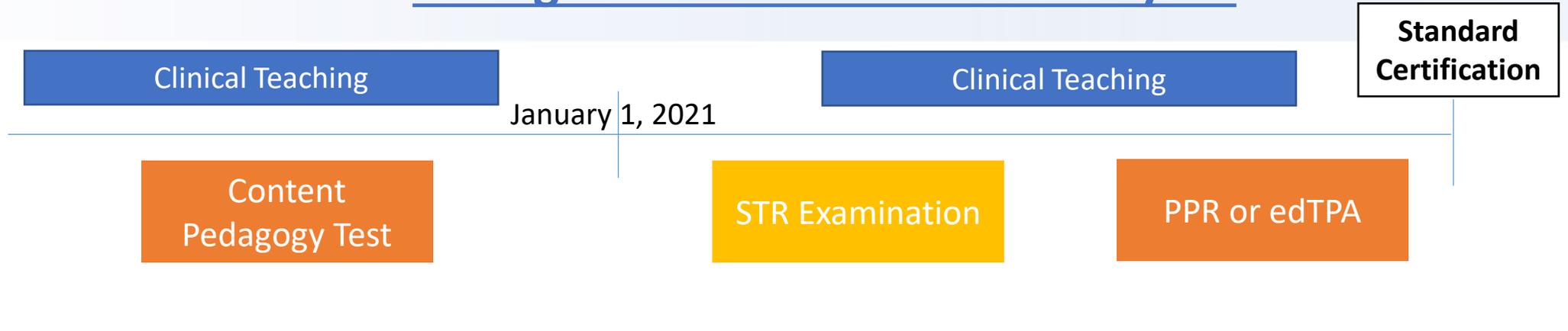
- Early Childhood: EC – Grade 3
- Core Subjects with Science of Teaching Reading: Early Childhood–Grade 6
- Core Subjects with Science of Teaching Reading: Grades 4–8
- English Language Arts and Reading with Science of Teaching Reading: Grades 4–8
- English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4–8

**Teachers seeking certification by examination in one of the fields above.**



# Post-STR Implementation: Candidate requirements for issuance of a standard certificate during the 2020-2021 academic year

## IHE Traditional



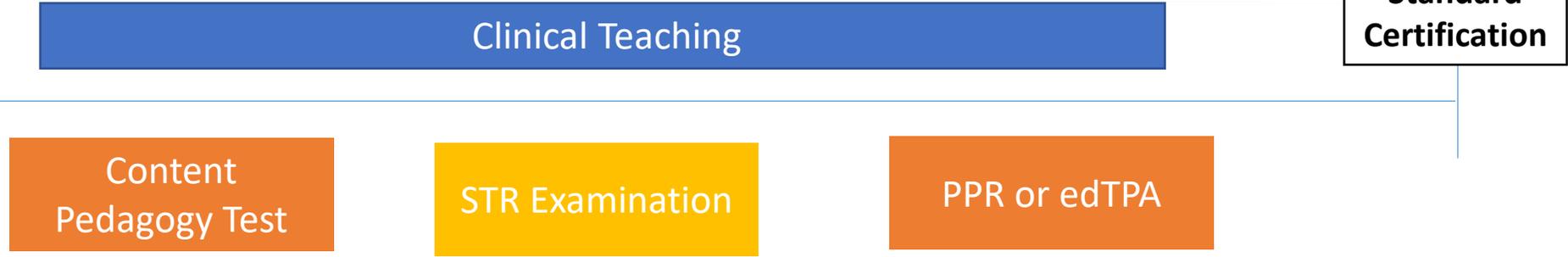
## Alternative Certification



\*Candidates on the WINT Certificate will not be required to take content pedagogy test for intern certification

# Post-STR Implementation: Candidate requirements for issuance of an intern, probationary, and standard certificate after January 1, 2021

IHE  
Traditional



Alternative  
Certification



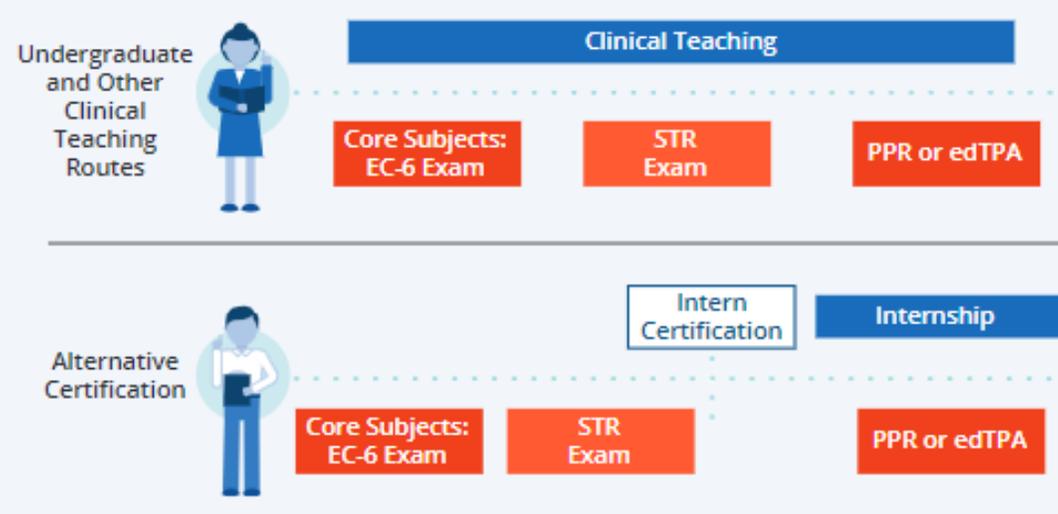
# Critical information for these candidates

## (Core Subjects with STR: EC-6 example)

### What certification exams do I need to take to earn my Core Subjects: Early Childhood – Grade 6 certificate beginning January 1, 2021?

Candidates will be required to take the 291 Core Subjects: EC-6 TExES or the 391 Core Subjects: EC-6 TExES, the 293 STR TExES, and the 160 PPR TExES or the edTPA for standard certification.

### Core Subjects with the Science of Teaching Reading: Early Childhood-Grade 6 Certification Exam Requirements (Beginning January 1, 2021)



Standard

### How do I prepare for the STR exam?

Educator preparation programs have updated their curriculum to prepare their candidates for the STR exam prior to granting test approval.

The 293 Science of Teaching Reading TExES Preparation Manual is a useful tool to support candidates in their preparation for the STR exam. The preparation manual includes the STR exam framework along with sample assessment questions. The preparation manual can be accessed at the following link:

[bit.ly/TEXESPrepManual](https://bit.ly/TEXESPrepManual)

### Where can I access additional information about the STR exam requirement?

Please visit the link below for additional information about the STR exam timelines, requirements, and content, including additional information on the STR exam's impact on the Core Subjects: EC-6 exam.

[tea.texas.gov/str](https://tea.texas.gov/str)

## **By statutory mandate, the STR exam is required for the certificate to ISSUE, beginning Jan. 1, 2021**

Beginning 1/1/2021, all candidates will be required to take the STR exam for issuance of an intern, probationary, and standard certificate. This includes:

- Currently enrolled candidates pursuing certification in an HB3 impacted certification field who are not issued a standard certificate by 12/31/20.
- Future candidates pursuing certification in an HB3 impacted certification field
- Candidates who may have previously completed a preparation program who have not been issued a standard certificate by 12/31/20.
- Candidates issued the Waiver Probationary Certificate who have not completed all testing requirements and have not been issued a standard certificate by 12/31/20.
- Teachers seeking certification by exam for an HB3 impacted certificate field after 1/1/21.



## Webinar

### The Science of Teaching Reading (293) Questions and Answers

FAQ Table of Contents

*Click on the section titles below to go directly to that section of the FAQ.*

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## STR Exam FAQ

### The Science of Teaching Reading (STR) Exam

A new requirement for **Core Subjects: Early Childhood - Grade 6** initial teacher certification.

House Bill 3, 86<sup>th</sup> Legislature established a mandate that all teachers pursuing certification in grades prekindergarten through Grade 6 demonstrate their proficiency in the science of teaching reading on a new standalone certification exam beginning January 1, 2021.

Teacher candidates pursuing certification in Core Subjects: Early Childhood - Grade 6 will be required to take the new Science of Teaching Reading certification exam for issuance of their intern, probationary or standard certificate, beginning January 1, 2021.

Beginning January 1, 2021, teacher candidates who complete all certification requirements in this field will be issued the **Subjects with the Science of Teaching Reading: Early Childhood - Grade 6** certificate.

**What is the Science of Teaching Reading?**

In 2017, the State Board for Educator Certification adopted the Science of Teaching Reading Standards. The STR Standards address the discipline and practice of teaching early reading. For more information about the science of teaching reading, please visit the link below:

[tea.texas.gov/str](http://tea.texas.gov/str)

**What certification exams do I need to take to earn my Core Subjects: Early Childhood - Grade 6 certificate beginning January 1, 2021?**

Candidates will be required to take the 291 Core Subjects: EC-6 TEXES or the 391 Core Subjects: EC-6 TEXES, the 293 ST TEXES, and the 160 PPR TEXES or the edTPA for standard certification.

#### Core Subjects with the Science of Teaching Reading: Early Childhood-Grade 6 Certification Exam Requirements (Beginning January 1, 2021)

Undergraduate and Other Clinical Teaching Routes	Clinical Teaching			Standard Certificate
	Core Subjects: EC-6 Exam	STR Exam	PPR or edTPA	
Alternative Certification	Intern Certification			Standard Certificate
	Core Subjects: EC-6 Exam	STR Exam	PPR or edTPA	

## Informational One-Pagers

### The Science of Teaching Reading (STR) Exam

**Important information for teachers with one-year probationary certificates issued under the Governor's waiver of certification exam requirements in Spring 2020 due to COVID-19**

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- Core Subjects: Grades 4-8
- English Language Arts and Reading: Grades 4-8
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It will. Unless you act before December 31, 2020, Teachers on a one-year probationary certificate **who have completed all certification exam requirements and been issued a standard teaching certificate prior to December 31, 2020** will not be required to take the STR certification exam. While the one-year probationary certificate is valid up to one year after issuance, teachers on the one-year probationary certificate are strongly encouraged to complete all steps for standard certification issuance prior to December 31, 2020, in order to not be required to take the STR exam.

*If the one-year probationary certificate holder has not been issued a standard certificate before December 31, 2020, they WILL be required to take the STR exam for issuance of their standard certificate.*

**How do I ensure that my standard certificate is issued prior to December 31, 2020?**

Teachers on a one-year probationary certificate under the Governor's waiver will need to take the following steps, in collaboration with their educator preparation program, to ensure that their standard certificate is issued before the December 31, 2020 deadline:

- Pass all required certification exams,
- Apply for standard certification,
- Pay all certification fees, and
- Obtain a recommendation from their EPP for a standard certification in ECOS\*

\*Note: Teachers should actively communicate with their EPP to notify them that they have applied for their standard certification to ensure that they obtain the necessary EPP recommendation.

# Best Practices from the Field: Communicating the STR Exam Requirement to Candidates



Posts to social media platforms

Direct email communication to current and former candidates

Signature of acknowledgement at the start of a semester or internship

Text messages (Remind)

Posting information to virtual learning platforms

Integrating information into coursework

# STR Exam Requirement Communication

It is the EPP's responsibility to communicate early and consistently with teacher candidates regarding the upcoming STR transitions to ensure that they are well aware and take the necessary actions to achieve their certification.

**TEA staff aim to provide as many supports and resources as possible to support EPPs in this communication.**



The background of the slide is an aerial photograph of a city skyline, likely Austin, Texas, featuring a prominent skyscraper and a river in the foreground. The sky is a mix of blue and orange, suggesting a sunset or sunrise. The city buildings are illuminated by the low sun, creating a warm glow. The river in the foreground is calm, reflecting the sky and the surrounding greenery.

# Supporting Candidates in Certification

Marilyn Cook

# Community and Collaboration in the Certification Process

## EPPs/ISDs

Communicate program-specific requirements

Confirm candidate readiness to apply online

Recommend candidates for certification

## Candidates

Submit certification application, fee, and fingerprinting to TEA

Monitor application status

View online certificate

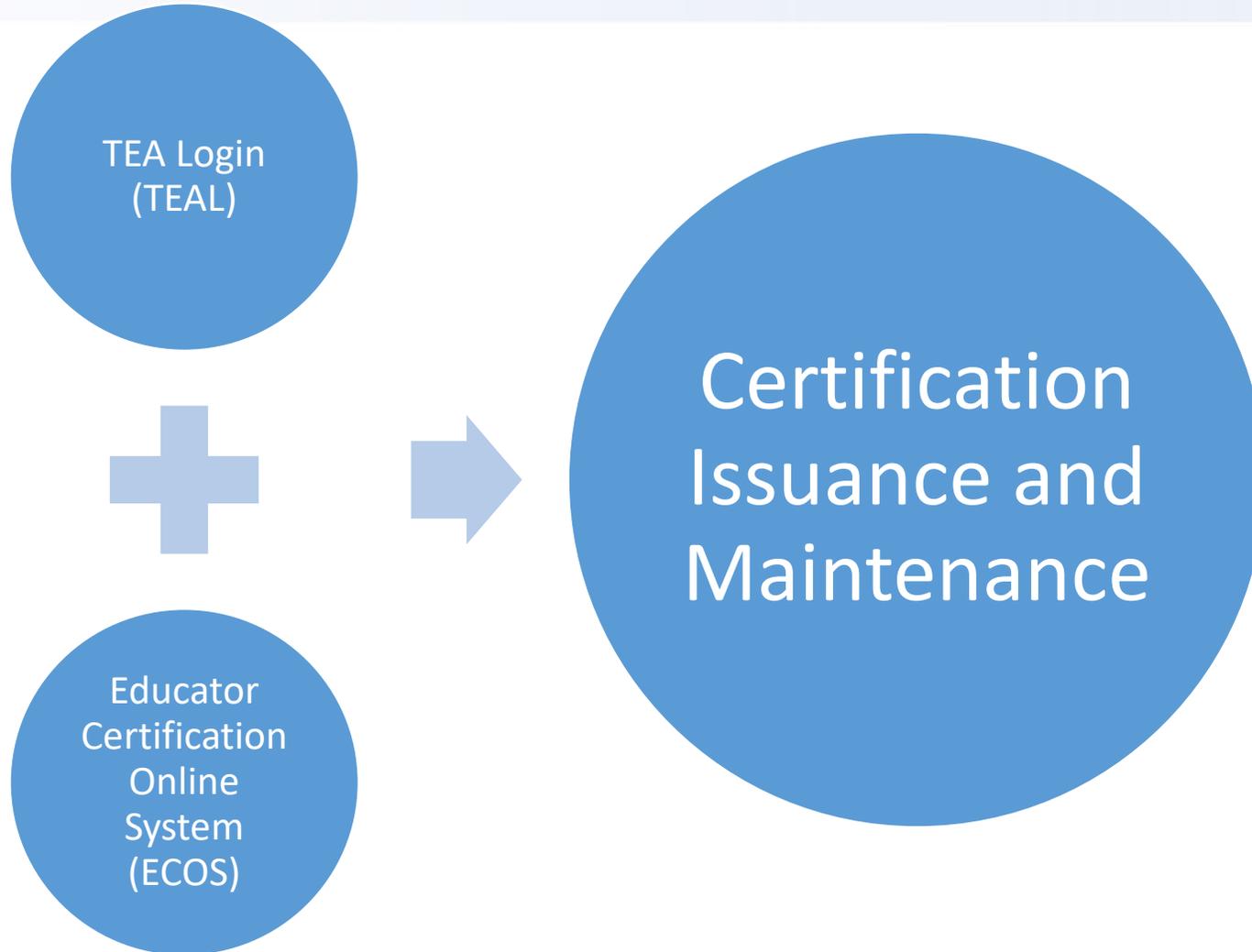
## TEA

TEA Login (TEAL) and Educator Certification Online System (ECOS)

Respond to Help Desk Ticket inquiries

Issue Certification

# The Online Systems to Certification



# Action Steps for Certificate Issuance Success

## CANDIDATES

- Pass all required exams
- Apply for standard certificate
- Complete fingerprinting
- Pay all certification fees
- Confirm all EPP program requirements met and program-specific fees paid
- Monitor application status in ECOS
- Confirm standard certificate issued
- Follow up with EPPs as needed to resolve issued and meet certificate issuance deadline

## EPPs\*

- Verify candidates have passed all required exams
- Tell candidates the correct application to submit for standard certificate
- Ensure candidates have met all other EPP program and fee requirements
- Recommend candidates for certification
- Confirm standard certificates issued
- Follow up with candidates as needed to resolve issues and meet certificate issuance deadline

**\*Check your ECOS standard certificate recommendation list regularly for applications that need your review and action**

The background of the slide is an aerial photograph of a city skyline. In the foreground, a wide river flows through a lush green area with trees and a marina. In the middle ground, several modern high-rise buildings are visible, including a prominent one with a glass facade. The sky is a mix of blue and orange, suggesting a sunset or sunrise. A white rectangular box is overlaid on the center of the image, containing the title and name.

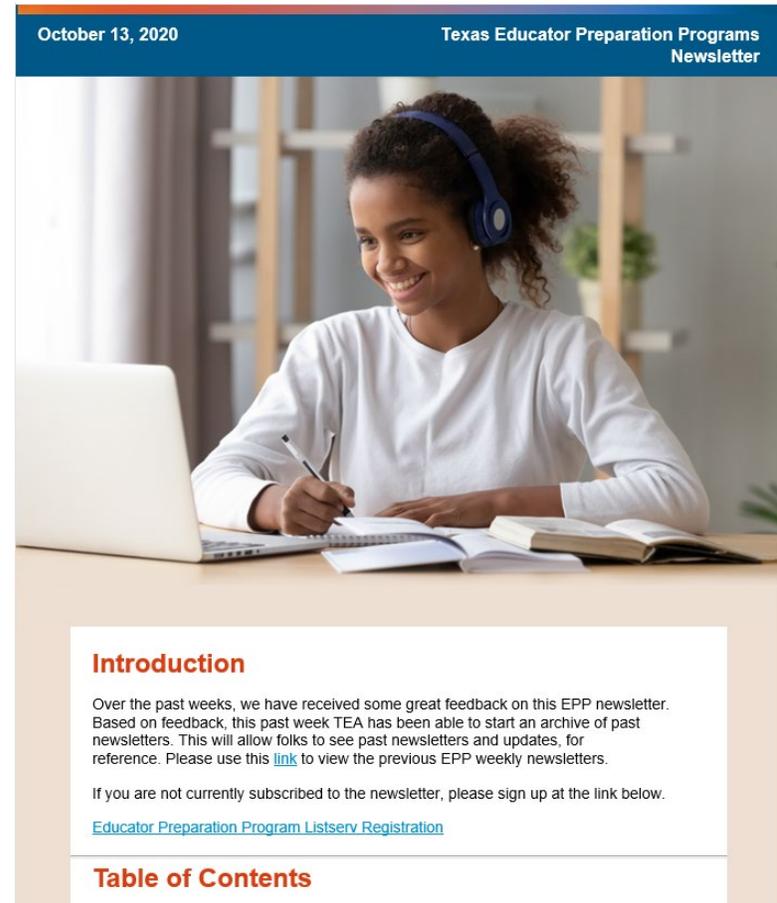
# Communications & Resources

Dr. Mark Olofson

- New EPP Newsletter launched September 2020
- Timely updates, reminders, and deadlines
- Information from EPP Support, Standards and Testing, Educator Certification, and SBEC support
- This is the main route of communication for EPPs

Subscribe

<https://bit.ly/3j8j9MV>



- Best place for agency announcements and updates
- Resources for your K-12 districts, so you can be informed of policies that guide them

### COVID-19 Support: Texas Educators



Welcome to the COVID-19 support page for Texas educators. Here you can find guidance and resources organized by the following categories. Simply click on a category link to be taken directly to those resources below on the page. For questions, please email [disasterinfo@tea.texas.gov](mailto:disasterinfo@tea.texas.gov).

2020-2021

2019-2020



2020 - 2021 School Year

Current Educator Evaluation and Support

Educator Certification and Preparation

#### Current Educator Evaluation and Support

##### FAQ and Guidance

- [SY 20-21 Employment Matters Guidance \(PDF\) July 17, 2020](#)
- [Guidance for Current Educators and Staff - Educator Evaluations and Non-Renewal \(PDF\) May 7, 2020](#)

##### Tools, Templates and Resources

- Guidance related to broader personnel issues during epidemics and school closures including sample school board resolutions, is available on the Texas Association of School Boards (TASB) website: [Personnel Issues During Epidemics and School Closures](#)
- [SY 20-21 Educator Wellness: Equipping Staff to Return to School \(PDF\) August 20, 2020](#)

#### Educator Certification and Preparation

##### FAQ and Guidance

- Resources for Field-Based Experiences, certificate recommendations, and more
- Questions and Answers related to formal observations, certificate waivers field-based experiences, and more
- Based on questions and requests from EPPs
- New guidance announced in the newsletter



**TEA**  
Texas Education Agency

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[Home](#) / [Texas Educators](#) / [Preparation and Continuing Education](#)

## Program Provider Resources

This page provides information to educator preparation programs (EPPs). Individuals seeking information about the performance of approved EPPs should visit [Consumer Information about Educator Preparation Programs](#)

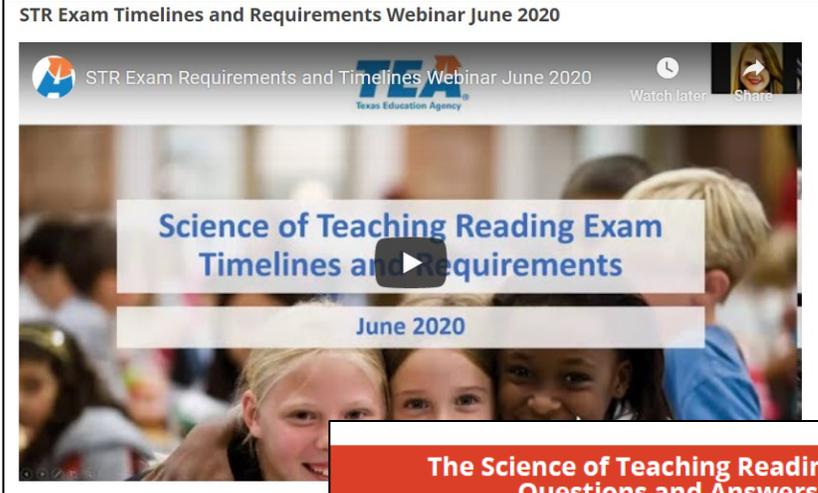
### EPP Training Events and Materials

- [Admissions Webinar Questions \(August 26, 2019\)](#)
- [PAIL Update Webinar May 6, 2019 \(PDF\)](#)
- [Form and Function Webinar \(Non-Teacher Classes\) April 10, 2019 \(PDF\)](#)
- [Form and Function Webinar \(Non-Teacher Classes\) FAQ April 10, 2019 \(PDF\)](#)
- [Form and Function Webinar \(Teacher Class\) March 6, 2019 \(PDF\)](#)
- [Form and Function Webinar \(Teacher Class\) FAQs March 6, 2019 \(PDF\)](#)
- [2019–2020 ASEP Data Reporting Webinar \(August 6, 2020\)](#)
- [2020–2021 Continuing Approval Review Webinar \(August 26, 2020\)](#)
- [2020–2021 Continuing Approval FAQ \(PDF,310KB\)](#)
- [Form and Function Webinar Sept. 30, 2020 \(PDF,695KB\)](#)
- [Form and Function Webinar \(Sept. 30, 2020\)](#)
- [Resources for Field-Based Experiences Using Online Tools \(PDF, 244 KB\)](#)
- [FAQ for Observations and Field Supervisors \(PDF, 105 KB\)](#)

### COVID-19 Related Forms and Documents

- [EPP Instructions to Issue a Probationary Certificate Authorized by Emergency Waivers \(PDF\)](#)
- [Educator Preparation Program Town Hall \(April 22, 2020\)](#)
- [Probationary Certificates Recommended under Governor Waiver Spreadsheet \(XLSX\)](#)
- [Recommending Probationary Certificates Under Emergency Waivers Webinar \(May 12, 2020\)](#)
- [Webinar FAQ: Recommending a Probationary Certificate Under the Governor's Waiver \(May 12, 2020\)](#)
- [EPP Instructions to Issue an Intern Certificate Authorized by Emergency Waivers \(PDF\)](#)
- [Intern Certificates Recommended Under Governor Waiver \(XLSX\)](#)
- [FBE Guidance Updated \(August 27, 2020\) \(PDF,122KB\)](#)

# Resources to share with candidates and district partners at [tea.texas.gov/STR](http://tea.texas.gov/STR)



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# Questions

Ryan Franklin