

State Board for Educator Certification (SBEC)

The SBEC Approach to P–16 Education in Texas

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Mission Statement

To ensure the highest level of educator preparation and practice to achieve student excellence

Adopted August 17, 1996

Texas Education Initiatives

P-16

Educator Preparation

Public Schools

Educator Standards

Instructional Materials

Educator
Testing

(ExCET)
(TEGES)

(Master Teacher)

Student Testing

(TAAS)
(TAKS)
(SDAA)
(RPTE)

Educator Certification
and Renewal

Teacher Evaluation
(PDAS)

Accountability System
for Educator Preparation
(ASEP)

Texas Beginning
Educator Support
System (TxBESS)

Academic Excellence
Indicator System
(AEIS)



TEKS

Educator Standards

- **Raises the level of knowledge of beginning teachers**
- **Brings together what teachers know with the Texas Essential Knowledge and Skills (TEKs)**
- **Creates a cohesive system of education Pre-K–16**
- **Guides the development of new standards-based examinations and certificates**

Approved New Educator Certificates

Level	Area	Implementation Date of New Tests
Early Childhood-Grade 4	Bilingual Generalist English as a Second Language Generalist Generalist	Fall 2002 Fall 2003 Fall 2002
Grades 4-8	Bilingual Generalist English Language Arts and Reading English Language Arts and Reading/Social Studies English as a Second Language Generalist Generalist Mathematics Mathematics/Science Science Social Studies	Fall 2002 Fall 2002 Fall 2002 Fall 2003 Fall 2002 Fall 2002 Fall 2002 Fall 2002 Fall 2002

Approved New Educator Certificates (continued)

Level	Area	Implementation Date of New Tests
Grades 8-12	Computer Science	Fall 2004*
	English Language Arts and Reading	Fall 2002
	Family and Consumer Sciences	Fall 2004*
	Health Science Technology Education	Fall 2004*
	History	Fall 2002
	Journalism	Fall 2005*
	Life Science	Fall 2002
	Mathematics	Fall 2002
	Physics/Mathematics	Fall 2003*
	Physical Science	Fall 2002
	Physical Science/Mathematics/Engineering Science	Fall 2005* Fall 2002
	Social Studies	Fall 2002
	Speech	Fall 2005*
	Technology Applications	Fall 2004*
Technology Education (6-12)	Fall 2004*	
Trades and Industry	Fall 2003	

* Proposed Implementation Date of New Tests

Approved New Educator Certificates (continued)

Level	Area	Implementation Date of New Tests
All-Level	Art	Fall 2005*
	Educational Diagnostician	Fall 2003
	Health	Fall 2005*
	Music	Fall 2005*
	Physical Education	Fall 2005
	Reading Specialist	Fall 2003
	School Counselor	Fall 2002
	School Librarian	Fall 2002
	Special Education	Fall 2003
	Technology Applications	Fall 2004*
Supplemental	Bilingual Education	Fall 2002
	English as a Second Language	Fall 2003
	Gifted and Talented	Fall 2004*
	Special Education	Fall 2003
Master Teacher	Master Mathematics Teacher (EC-4, 4-8, 8-12)	Summer 2003
	Master Reading Teacher	Summer 2001
	Master Technology Teacher	Summer 2003

* Proposed Implementation Date of New Tests

Master Teacher Requirements

	MRT	MMT	MTT
Teaching Experience	3 yrs	3 yrs.	3 yrs. Or Tech. App. Or Tech. Ed.
Pre. Program	Yes	Yes	Yes
Certification Levels	All-Level	EC-4 4-8 8-12	All-Level
Stipends	\$5000	\$5000 beginning Fall 2003	Not Appropriated

Master Mathematics Teacher Development Timeline

Draft standards posted on SBEC website for public review	11/28/01-12/28/01
Standards approved by SBEC Board	1/04/02 (Std VI on 3/1/02)
Test framework development and review	2/02
Draft framework available on SBEC website	3/02
Content validation survey completed; Test framework finalized	Fall 2002
Preparation manual released	4/03
First administration of MMT examinations	June 28, 2003¹

¹ Examinations for each certification level (EC-Grade 4, Grades 4-8, Grades 8-12) will be available at the last administration of the 2002-2003 academic year.

Master Technology Teacher Development Timeline

Draft standards posted on SBEC website for public review	11/28/01-12/28/01
Standards approved by SBEC Board	1/04/02
Test framework development and review	2/02
Draft framework available on SBEC website	3/02
Content validation survey completed; Test framework finalized	Fall 2002
Preparation manual released	4/03
First administration of MTT examinations	June 28, 2003

Implementation of H.B. 1721

- **Comparability study to be conducted to determine whether out-of-state or out-of-country exams are *similar and at least as rigorous* as the Texas exams.**
- **Initial comparability study limited to exams given in other jurisdictions as of September 1, 2001.**
- **Educators from states with no exams or only basic skills exams are not eligible for reciprocity.**

Implementation of H.B. 1721 (continued)

- Any person who has attained a comparable score on a comparable test, regardless of the state issuing the certificate, may apply for a Texas certificate.**
- Out-of-country educators must provide test, standards, frameworks for review.**
- Only tests in English will be considered.**

Implementation of H.B. 1721 (continued)

The SBEC Board approved the following passing standards for Arizona, Colorado, and Oklahoma tests found comparable to the ExCET Generic Special Education test.

The passing standards approved are as follows:

State	Test	Approved Texas Standard
AZ	22 Special Education – Cross Category	267
CO	20 Special Education – Moderate Needs	241
OK	29 Special Education – Mild Moderate	250

SBEC's Creation of New Educator Preparation Programs

Targeted at:

- Universities**
- Community Colleges**
- Education Service Centers**
- School Districts**
- Private Entities**
- Currently 107 educator preparation programs, including 18 new programs, plus 55 new Master Reading Teacher Programs.**

SBEC's Educator Recruitment Initiatives

- **Create alternative certification programs for career changers**
- **Institute a system to expedite Texas certification of teachers from other states and countries**
- **Coordinate a statewide recruitment campaign**
- **Develop master teacher certification programs**

Texas Beginning Educator Support System (TxBESS)

Mission Statement

By developing and implementing support systems for beginning teachers through state, regional, and local partnerships, TxBESS will increase the retention rate of early career teachers.

Federal Grant Awards (1999-2002)

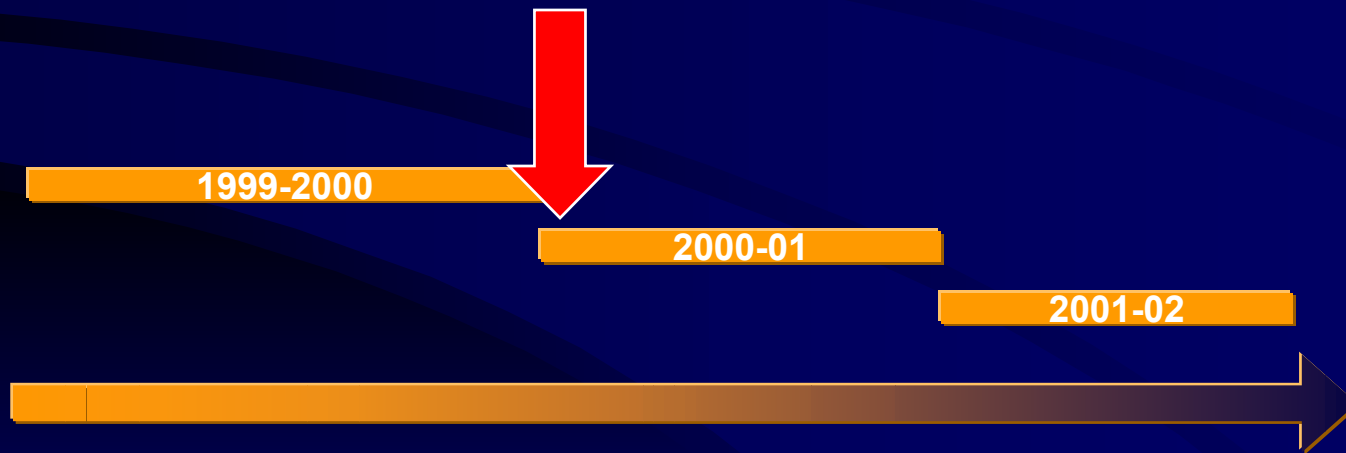
United States \$90 million

Texas \$10 million

Matched by \$5 million in state funds

Three-Year Pilot

- Develop rigorous standards for beginning teachers
- Develop an infrastructure for a beginning teacher support system



TxBESS Research Questions

- **What are effective support models?**
- **How is student achievement impacted when beginning teachers are supported?**
- **How does support impact beginning retention rates?**
- **What is the cost of teacher turnover as compared to teacher support?**

Teacher Attrition Rates: 1996-97 through 2000-01

Year	Total Teachers	Number of 1996-97 Teachers Still Teaching in a Texas Public Schools	Percentage of 1996-97 Teachers Still Teaching in a Texas Public School	Cumulative Attrition Rate
1996-1997	249,688	249,688	100.0%	—
1997-1998	256,537	232,725	93.2%	6.8%
1998-1999	262,228	214,794	86.0%	14.5%
1999-2000	269,827	197,499	79.1%	22.6%
2000-2001	275,961	174,842	70.0%	34.1%

New Teachers: 1996–1997 through 2000–01

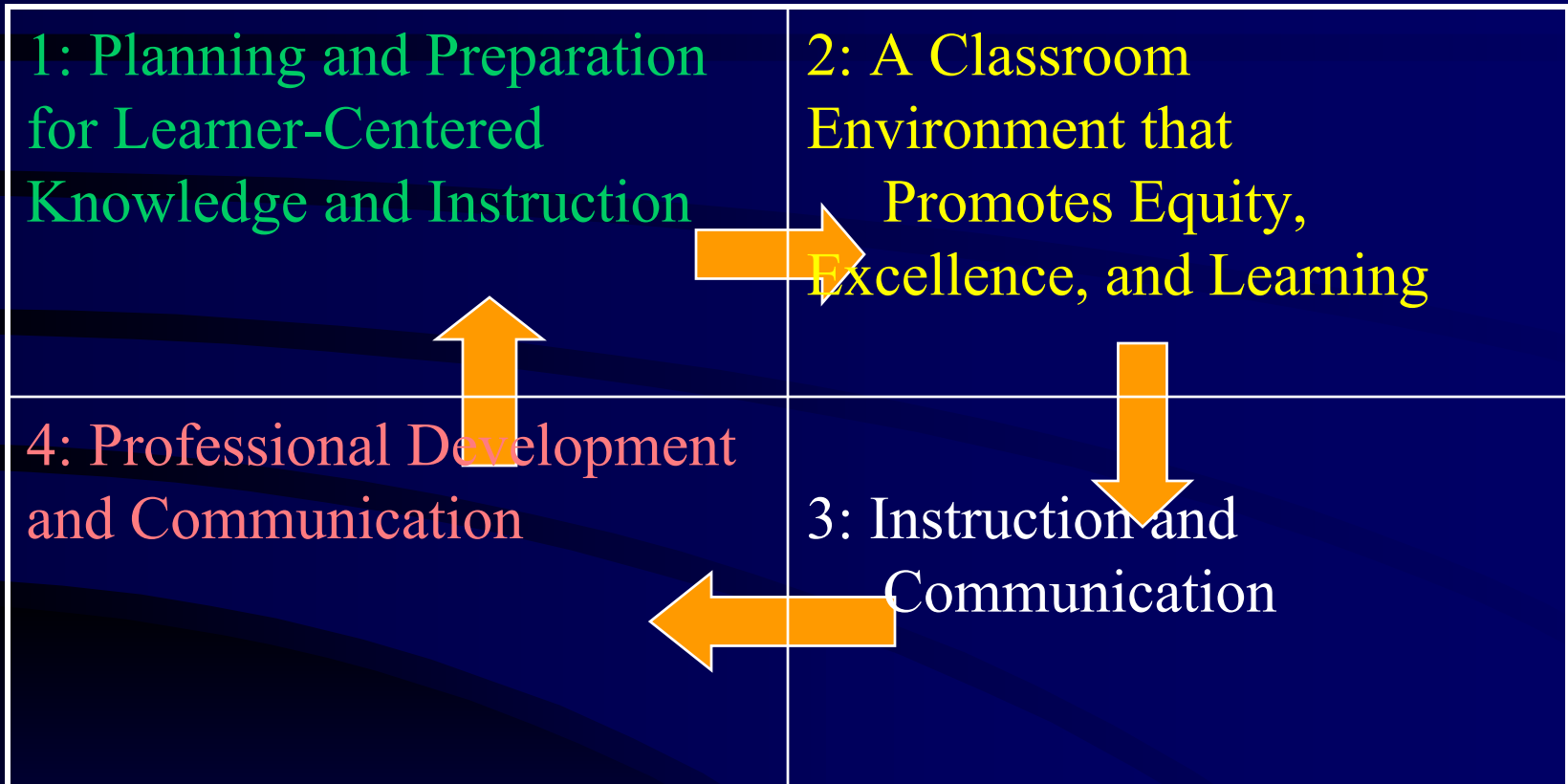
	1996–97	1997–98	1998–99	1999–00	2000–01
Total Teachers	249,688	256,537	262,228	269,827	275,961
New Teachers	16,684	17,685	19,003	19,859	20,292
Percentage of New Teachers	6.7%	6.9%	7.3%	7.4%	7.4%

TxBESS Partners

- **Regional Education Service Centers**
- **Educator preparation entities**
- **Local school districts**
- **Community members**
- **Local businesses**
- **Texas Workforce Commission**
- **The State Board for Educator Certification (SBEC)**



The TxBESS Performance Standards

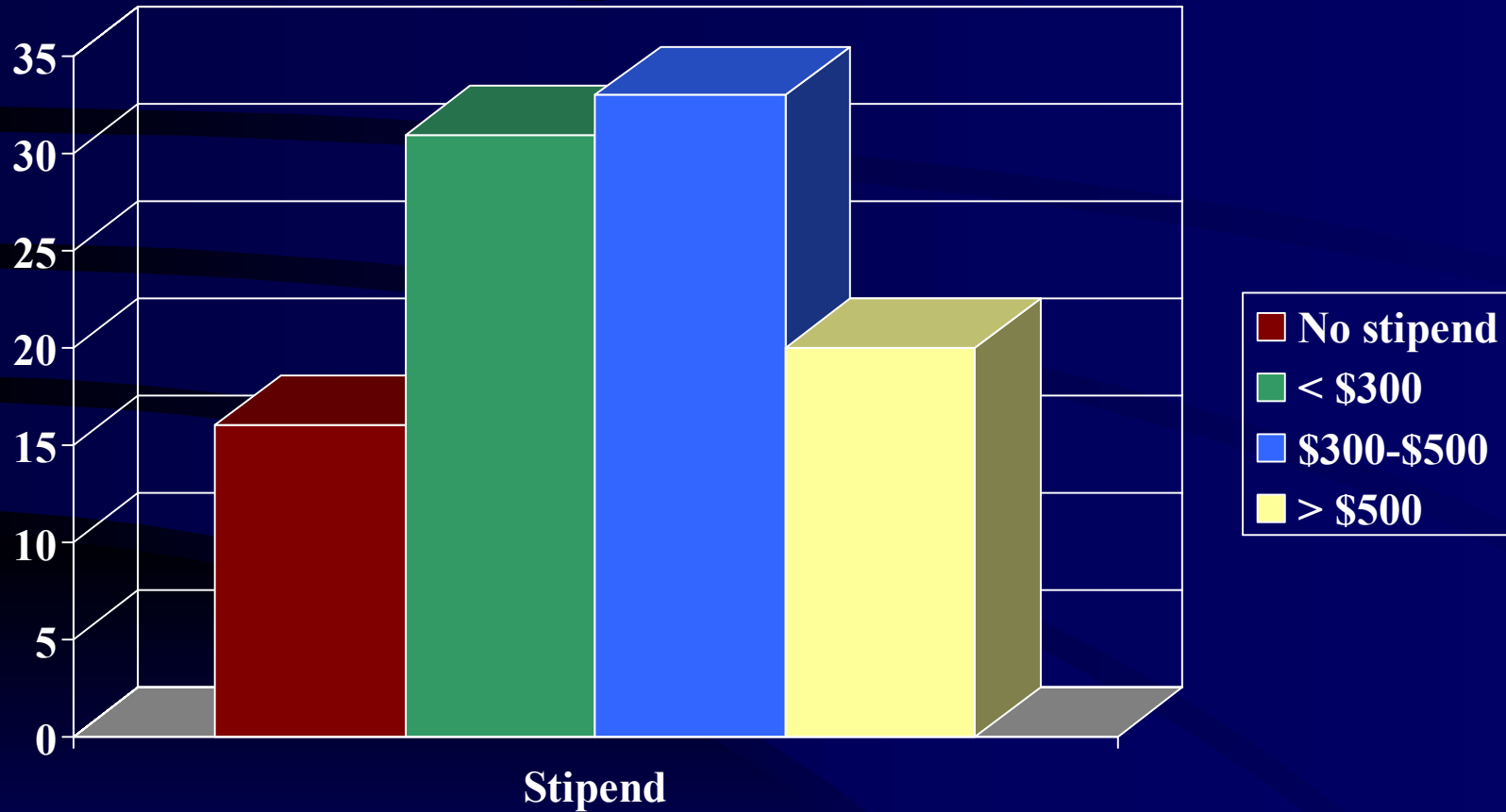


TxBESS Participation

	<u>TxBESS Teachers</u>	<u>Support- Team Members</u>	<u>ISDs</u>
1999–00	981	1,422	217
2000–01	2,022	2,615	233
2001–02	4,000	3,400	278

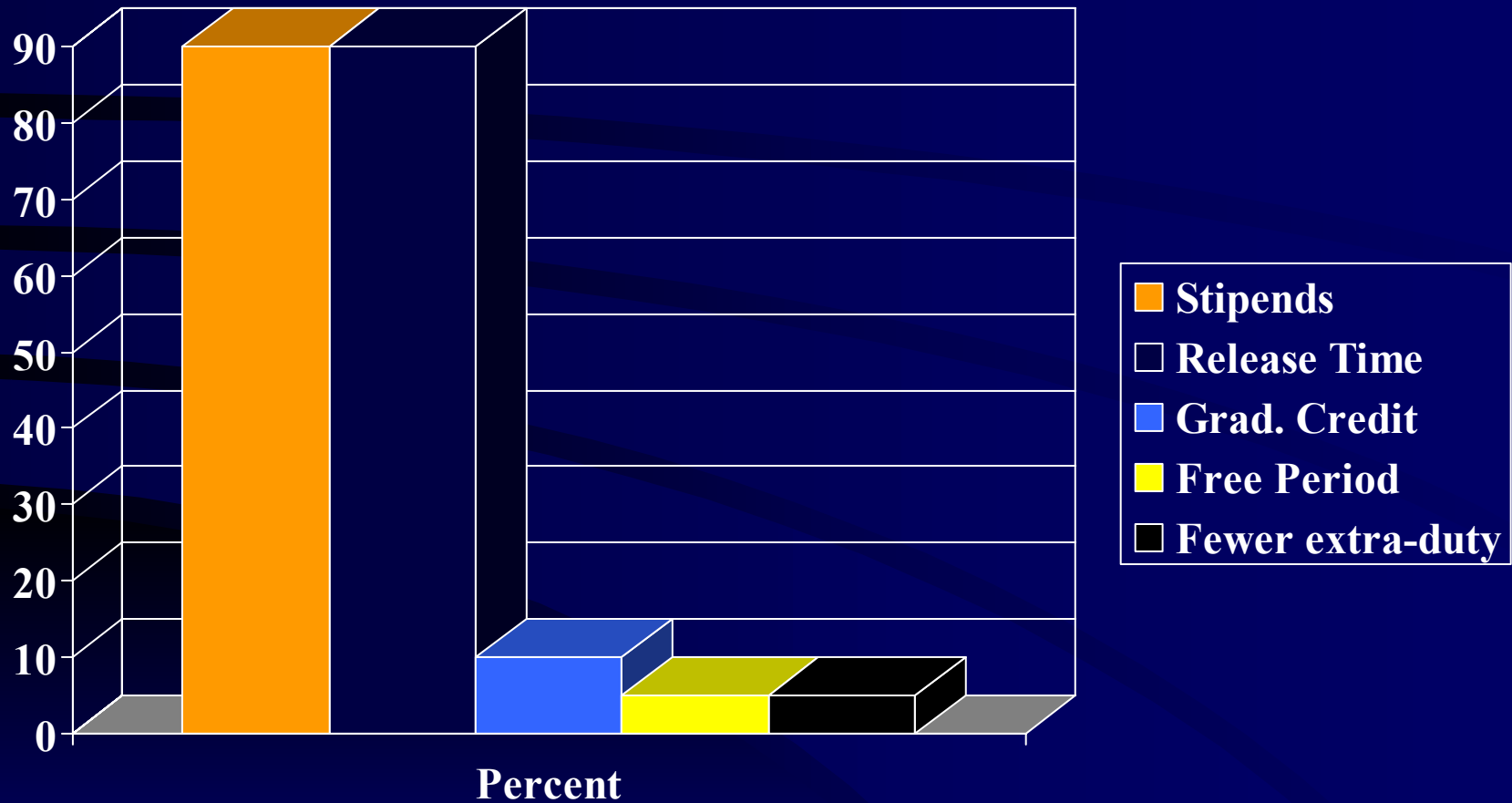
TxBESS Support

Mentor Stipends, 2000-01



TxBESS Support Systems

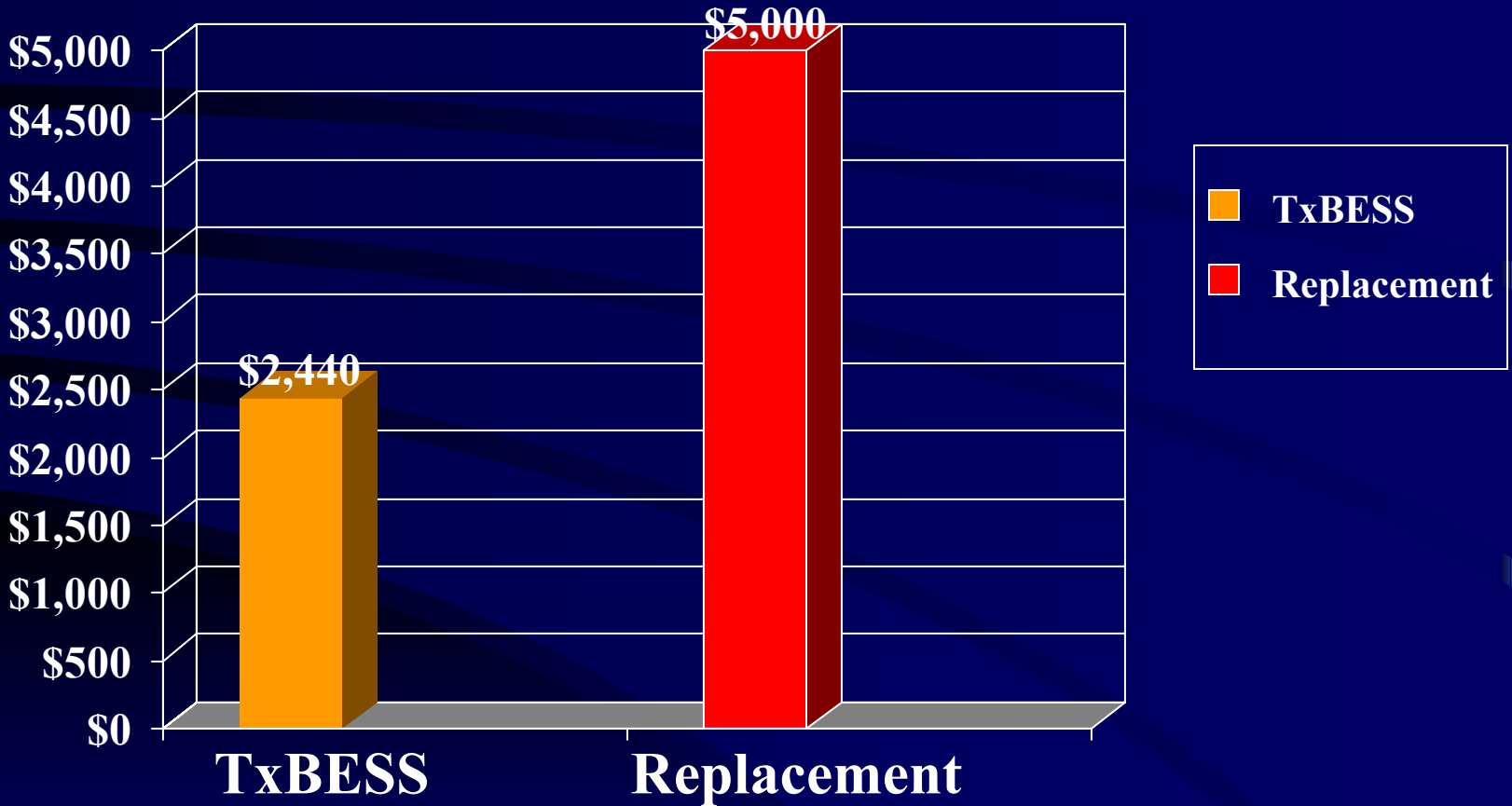
Mentor Incentives, 2000-01



TxBESS Retention. Preliminary Data for the Second Year Cohort Gathered in Fall of 2001

	Number of Participants	Number of Participants Retained	Percent Retained
Total Teachers	2,057	1,815	88.2%
First-year Teachers in TxBESS	1,604	1,373	85.6%
Second-year Teachers in TxBESS	453	442	97.5%

Cost of Teacher Retention/Replacement



The Bottom Line

NO SUPPORT =

FOCUS ON TEACHER SURVIVAL

SUPPORT =

FOCUS ON STUDENT SUCCESS

SBEC's Bottom Line

*To Ensure High Quality Texas Teachers
to Produce High Achieving Texas Students*

**Accountability System for
Educator Preparation (ASEP):**

**Comparison of Previous and
Newly-Approved Rules**

Previous Rules for Fall ASEP Ratings

ASEP data and ratings are issued in the fall (September/October) of each year.

Approved Rules Effective for ASEP Ratings Issued In Spring 2003 and Beyond

ASEP data and ratings will be issued in the spring (April/May) of each year to coincide with Title II reporting.

Cohorts

Previous and Fall '02

ASEP uses cohorts of tests according to when the test was first attempted.

Spring '03 and Beyond

ASEP will use cohorts of completers. Completers are students who, during the academic year, finished meeting all requirements excluding the tests (may or may not have passed some or all tests).

Test performances will not be used in ASEP unless, and until, the person completes the program.

Pass Rates

Current (Through Fall '02)

ASEP uses *first-year* pass rates and *cumulative* (two-year) pass rates. First-year data from the current reporting period are updated to become cumulative data for the subsequent reporting period.

Spring '03 and Beyond

ASEP will use *initial* pass rates (tests taken through December following the academic year of completion) and *final* pass rates (tests taken through December of the second year following the academic year of completion).

Current (Through Fall '02)

As required by law, data are disaggregated according to ethnicity and gender. Each group (all students, and ethnic and gender groups) must perform at either the minimum first-year (70%) or cumulative (80%) pass rate.

Spring '03 and Beyond

As required by law, data are disaggregated according to ethnicity and gender. Each group (all students, and ethnic and gender groups) will be required to perform acceptably on either the initial or final pass rate. These pass rates are calculated based on cohorts of completers.

Spring '03 and Beyond

NEW PERFORMANCE STANDARDS

At the Board's meeting on May 10, 2002, new ASEP performance standards were adopted for spring 2003.

- **Initial pass rate: 70%**
- **Final pass rate: 80%**

These are the same standards recommended to the Board by the ASEP Advisory Committee.

Spring '03 and Beyond

NEW PERFORMANCE STANDARDS

All preparation programs must meet or exceed *either* the initial *or* the final pass rate when ratings are issued in spring 2003.

Following 2003 ratings, the Board will reconsider the standards to determine whether they are appropriate for the future.

Post-baccalaureate Rules

Current (Through Fall '02)

Initial attempts on content tests by post-baccalaureate students from another university are not used in accreditation.

Spring '03 and Beyond

Initial attempts on content tests by post-baccalaureate students from another university will be used only if the student took at least one related course or completed comprehensive pre-service training at the current entity prior to taking the test.

Combining of Data for Small Groups of Examinees

Previous (pre-Fall '02 Ratings)

- 1. If the number of students was fewer than 30 in an ethnic or gender group, current data were combined with performance from one or two previous years.**
- 2. That is, after current data were combined with one previous year, that combined pass rate was used for accreditation purposes *if it represented the performance of 30 or more students.***
- 3. *If the pass rate still represented fewer than 30 students,* then these data were combined with data from the next previous year.**

Fall '02 Ratings Only

- 1. If the number of students is fewer than 30 in an ethnic or gender group, then the level of the group's performance (i.e., acceptable or unacceptable) will determine whether current data are used or are combined with the group's performance from one or two previous years.**
- 2. If the current pass rate for an ethnic or gender group is acceptable, that performance will be used for accreditation purposes, *regardless of the number of students in the group.***

Fall '02 Ratings Only

- 3. If the current pass rate is *unacceptable* and represents fewer than 30 students, current performance will be combined with data from the previous ASEP report.**
- 4. If this combined rate is *acceptable*, it will be used for accreditation, regardless of the number of students.**
- 5. If the combined rate is *still unacceptable* and still represents fewer than 30 students, the combined data will be combined again with data from the next previous year.**

Fall '02 Ratings Only

6. If the pass rate is *still unacceptable* after current data have been combined with two previous years, represent fewer than 30 students, and would cause the entity to be rated Accredited–Under Review, the entity may request reconsideration of that status from the executive director.

7. An entity may appeal to the Board to reconsider the executive director's decision. The Board's decision will be final.

Spring '03 and Beyond

- 1. If the current pass rate for an ethnic or gender group is acceptable, that performance will be used for accreditation purposes, *regardless of the number of students in the group.***

Spring '03 and Beyond (cont.)

2. If the group's current pass rate is *unacceptable* and represents more than 15 students, the entity will be rated **Accredited–Under Review based on the group's low performance.**

3. If the group's current pass rate is *unacceptable* but represents 15 or fewer students, the entity will be rated **Accredited–Under Review only if the previous year's performance for the group was also unacceptable; however, the entity may appeal to the executive director and Board for reconsideration of that status. The Board's decision will be final.**

Spring '03 and Beyond (cont.)

4. If the executive director (or Board) award the status of Accredited under these circumstances, the entity's chief executive officer will be required to develop an action plan for addressing program deficiencies and improving the performance of program candidates.

The action plan must be sent to SBEC by the chief executive officer within 45 days of the entity's rating being raised to Accredited.

Approval By Field

Deleted from Fall '02 Ratings

Continuing approval to offer preparation in a field, dependent upon performance in the field over three consecutive years, was scheduled for implementation in September 2002. A provision for basing accreditation on success in a proportion of fields was also scheduled for implementation in September 2002.

Delayed until Spring '07

Continuing approval to offer preparation in a field will be dependent upon performance in the field over three consecutive years. However, this provision will not be implemented until spring 2007, after many of the new tests have been administered for three years. The “proportion of fields” provision will not be used in the future.

Commendations

Current and Fall '02

Commendations are issued in the areas of candidate diversity; preparation of candidates in high-need subject areas; field-based preparation; and financial support.

Spring '03 and Beyond

Commendations will be awarded for candidate diversity; preparation of candidates in high-need subject areas; and the certification pass rate (candidates' success on the tests required for at least one base teaching certificate).

Program Approval

Previous Rules--NOW DELETED

**New preparation entities were rated
Accredited–Preliminary for three years and not held
accountable under ASEP until after that period.**

Fall '02 and Beyond

**New preparation entities will initially be rated
Accredited–Preliminary and be held accountable under
ASEP during the academic year in which students first
complete the program.**

Previous Rules--NOW DELETED

Programs that become Not Accredited under ASEP were required to wait at least three years before being reinstated to prepare candidates for certification.

Fall '02 and Beyond

Programs that become Not Accredited under ASEP will remain in that category for at least one academic year. During that year, the program may apply to SBEC for reinstatement to begin operation the following year. If reinstated, the program will be rated Accredited–Preliminary until the academic year in which students first complete the program. ASEP ratings will be based on the performance of students admitted following reinstatement.