

# **Educator Preparation Program Minimum Standards Model for Public Administrators**

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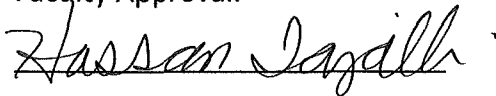
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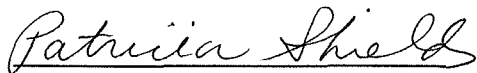
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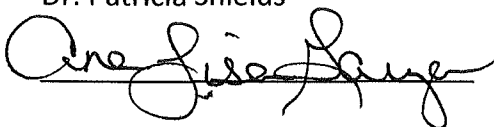
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## ABSTRACT

*Purpose.* The purpose of this study is to explore the efficacy of the current Texas Educator Preparation Program (EPP) standards. *Methodology.* The essential components of Texas EPPs were examined through the review of scholarly literature. A questionnaire based on those components was developed to solicit the opinions of the experts about the value of each standard. The survey was distributed to 153 administrators, representing all 168 EPPs in Texas. *Results.* Overall, the results show that the literature and EPP experts support the major components of minimum standards mandated by Texas. The area of governance received the least amount of support; the areas of admission criteria and program delivery and on-going support received support for more stringent requirements. *Conclusion.* States should mandate that Educator Preparation Programs prepare prospective teachers by consistent minimum standards that are proven to positively affect teacher quality. Mandated minimum standards for preparing prospective teachers can be a vital component in a comprehensive system of increasing the quality of education in America.

## About the Author

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## Chapter I. INTRODUCTION

Quality in public education has been an issue of concern for educators, policy makers, elected officials, parents and interest groups in the United States since the 1950s (Ramirez 2004, 52). Scholars have been dedicated to identifying the possible attributes that affect quality in education. Efforts have been made to implement standards for students, teachers, and school districts, as well as implementing criteria to measure performance and progress. States with relatively autonomous public education systems have mandated measurable standards in an attempt to raise educational performance. Greater efforts to evaluate teachers and districts according to measurable standards that increase teacher accountability for student performance have been proven to increase the quality of education in America (Rotherham and Mead 2004, 42).

While these efforts have increased the quality of education in America, others have noted, “requirements for teacher preparation too often fail to ensure teacher candidates have the most critical knowledge and skills” (NCTQ 2010a). Currently, individuals interested in becoming educators have numerous paths to licensure. Arthur Levine (2006, 17) explains that school districts, universities, colleges, private companies, education service centers, and non-profit organizations can all be approved to train prospective teachers.<sup>1</sup> Yet, the National Council on Teacher Quality (2010) reports that critical attention is needed to develop a system of accountability for these programs. Increasing quality in education demands a comprehensive

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<sup>1</sup> The literature offers a variety of terms for prospective teachers: teaching students, preservice teachers, teacher candidates, and education students. In this research, prospective teachers is used.

approach that addresses every influencing component. Ensuring programs are adhering to research-based best practices is vital to improving quality in public education. Steiner and Rozen (2004, 120) argue that mandating minimum standards for all educator preparation programs (EPPs) is a crucial element in a comprehensive approach to educational quality.

The purpose of this research is to explore the efficacy of the major components of the current Texas EPP standards. This research examines the scholarly literature which underlies each standard. A survey on these major components solicits the opinions of the administrators (directors, deans and owners) of these programs about the value of each standard. The results of the literature review and expert opinions should help to improve the existing Texas EPP standards. Since EPP standards must be established for each state, the information gleaned from this study could be useful for others interested in developing/improving their educator preparation process.<sup>2</sup>

The next chapter provides the history and background of the preparation of teachers in the United States. It also discusses the various laws and reform efforts that have set the foundation for the current system in place. Chapter III explores the scholarly literature on the major components of EPPs that are mandated by the State of Texas. Chapter IV describes the research methodology used in this study. Chapter V provides the results of the study, and Chapter VI makes recommendations to improve the existing model.

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<sup>2</sup> The framework that emerges through this research could also be described as a practical ideal type (Shields 1998, 215).

## **Chapter II. A SHORT HISTORY OF US TEACHER PREPARATION PROGRAMS**

### **Introduction**

Teacher preparation in the United States has undergone dramatic changes since public education was introduced in the 19<sup>th</sup> Century. Preparing teachers was once a strictly local decision with no formal processes, but is now a more centralized sophisticated system. This chapter examines how the process of preparing teachers has evolved due to interest in teacher quality, supply and demand, and “by power struggles between various interest groups competing for control of educational policy” (Rotherham and Mead 2004, 17). Changes have also been driven by issues such as,

State versus local control of education; an ‘education establishment’ consisting of professors and academics in schools of education, large district administrators, and bureaucrats in state and federal education agencies, as opposed to current classroom teachers; different types of institutions competing for a share of (or control over) the teacher preparation market; and various branches and agencies of state government seeking power over public education decision making (Rotherham and Mead 2004, 18).

Rotherham and Mead (2004, 18) argue that changes in educator preparation evolved over three distinct phases in US history that has helped shape teacher preparation programs:

- First Phase - 1800-1880
- Second Phase - 1880-World War II (WWII)
- Third Phase - Following World War II (WWII).

Changes to teacher preparation were not a struggle between status quo and change but rather a “debate over competing ideas about change” (Rotherham and Mead 2004, 27). No one argued that the current “systems” worked effectively. Two themes emerged from this history.

First, the debates are the continuation of a much older debate between liberal/classical and progressive approaches to education in the US. Second, an increasing number of public and private entities involved in teacher preparation and licensure have competed to control policy and practice (18).

Another element of change in teacher preparation is the recognition that teacher quality is likely the most important factor in influencing student outcomes (Goldhaber 2004, 91). With public awareness and involvement in educational issues comes a demand for more accountability in public education, which has also driven changes in teacher preparation and licensure processes (Rotherham and Mead 2004, 42).

### **First Phase - 1800-1880: Educator Requirements**

Education was originally only afforded to the rich, but dramatic expansion of public schooling in the US created a demand for teachers in the early 19th Century, requiring a system to produce educated teachers, as well as a system to validate their qualifications. In other words, they needed a certification or licensure system. Due to tremendous growth of public school enrollment, coupled with the needed expenditures, “control over how and where American children would be educated shifted from private and religious authorities rooted in local communities to public control” (Rotherham and Mead 2004, 18). As public education changed, so did the teacher preparation and certification systems. In the early 19<sup>th</sup> Century, locally elected boards or superintendents issued local teaching licenses; “local communities needed to identify individuals to teach and equip potential teachers with needed education and skills” (17). Because there were no formal and uniform education credentials, citizen board

members and superintendents had to rely on examinations to assess teachers' qualifications and knowledge. At this time, most public education students did not pursue more than an elementary education, and those who were teaching did not possess much more education themselves (Rotherham and Mead 2004, 18-19).

Because teacher preparation was a local matter between 1800-1880, several models of teacher preparation emerged. Each local community had different needs (particularly urban and rural communities). Therefore, the models of teacher preparation and licensure were shaped by the needs of the community. Urban school districts had more resources and offered higher salaries, more stable employment, and better working conditions than rural communities. Therefore, they could demand higher educational requirements of teachers. Many created high school-level programs to prepare teachers to meet their specific needs; some only hired from these programs. "This allowed urban school districts to control the quality of their teachers" and to adjust the supply of teachers to meet demands by restricting and expanding enrollment. Furthermore, "In rural areas, teacher training institutes were created to provide a minimal level of additional academic education and practical teaching instruction for rural school teachers" (Rotherham and Mead 2004, 19). These were brief sessions during the summer and school breaks for prospective and current teachers, which is what most teachers received beyond elementary level in rural areas: they did not have the access to additional educational opportunities.

In the 1830s, States became larger actors in teacher licensure by standardizing requirements, regulating locally used exams and setting the pass rates: "state officials offered

statewide certificates as an alternative to local licensure and eventually required these state-wide certificates” (Rotherham and Mead 2004, 21).

### **Reform Efforts**

The most prominent reform effort to increase teaching standards was the development and expansion of normal schools, which expanded along with public education. ‘Normal schools’, which had two-year programs, trained high school graduates to be teachers by providing a “standard or norm” in the teaching profession, hence the name ‘normal schools’. Prior to the formation of normal schools, colleges were not used for teacher education and strict memorization was the primary teaching method used in the US. Normal schools encouraged critical thinking and guidance as teaching methods (Ramirez 2004, 51-21).

By the 1840s normal schools received state funding evolving into state teachers’ colleges and schools of education, resulting in teacher licensure being based primarily on the candidate’s graduation from a state-approved program (Ramirez 2004, 51-52). The departments of education produced teachers, researchers, bureaucrats and administrators with effective academic and practical pedagogical training (Rotherham and Mead 2004, 20). The requirements of teachers were growing with the expansion of public education and state-supported teacher education programs.

### **Second Phase - 1880-WWII: Educator Requirements**

Beginning in the late 1880s, the focus on teacher education became a more centralized licensure and certification system (Rotherham and Mead 2004, 18). Although there were great strides made during the first phase of teacher preparation (1800-1880), true consensus about

what constituted good teaching and what characteristics good teachers should have remained elusive (Hess et al. 2004, 2). Absent clear standards, “teachers were often expected to use their judgment about what to teach” (3). Additionally, there were no mandates on requirements to be a teacher. It was still a local decision, even though states provided approved exams for licensure with a strong emphasis on educational testing and departments of education at universities offered formal teacher training programs for certification (Burley and Morgan-Fleming 2008, 15; Rotherham and Mead 2004, 21-22). By 1910 most teachers finished secondary school, and many had additional training or earned a bachelor’s degree; however, by 1922 one-fourth of primary school teachers still lacked even a high school education (Ramirez 2004, 51-52).

Teacher preparation was becoming more centralized, phasing out “locally tailored preparation routes,” and the requirements of courses offered by programs were raised. Unfortunately, this was not mandated by every state, school district, or campus in the US (Rotherham and Mead 2004, 19). However, the educational establishment in the university schools of education, state education departments and urban school district administrations created and controlled standardized teacher licensure and certification systems by the programs they offered and the tests they approved (18). This era marked the end of total local control over teacher preparation.

## **Reform Efforts**

Reform efforts between 1880-WWII centered on expanding normal schools and increasing progressive teacher education. State requirements for teacher education rose during



this time period to include a baccalaureate degree, which increased demands for university courses in education. Chairs of Pedagogy started as individual instructors at universities who taught a few courses in education and pedagogy. When the state requirements for teaching education rose, these “Chairs” grew into university departments of education (Rotherham and Mead 2004, 20). Additionally, as requirements rose, normal schools also expanded. Both Chairs of Pedagogy and normal schools became schools of education and “they also became important fixtures of higher education,” competing for market share and “increasingly able to influence state teacher certification policies in their favor” (Rotherham and Mead 2004, 20). During this time state and federal funding and support to expand higher education for teachers prompted the growth of these forms of teacher training and preparation.

Because there was a “new professional education establishment in state education departments, urban school districts, and emerging university departments and schools of education, a ‘progressive’ education movement emerged” during this time period (Rotherham and Mead 2004, 21). Progressive reformers wanted to reshape the public education agenda to make it more scientific and professional.

According to Roth (2004, 21) there were several things the progressives wanted to accomplish in teacher preparation and certification. First, they wanted to mandate higher education requirements and longer periods of formal training for teachers. Second, they pushed to eliminate exam-based licensure and require formal training. Third, they argued for creating more specialized certificates. Fourth, they wanted to eliminate local certificates, having standardized control of teacher licensure at the state level. Lastly, they pushed for broad autonomy from state regulation for teacher preparation programs.

These goals would grant the “progressives” control over educator curriculum, entry into the profession, and expansion of state education bureaucracies to oversee teacher licensure. They thoroughly believed that professional administration and jurisdiction of teacher preparation would lead to educational improvements, necessitating them to control these issues to reach their goals (Rotherham and Mead 2004, 21).

The progressives were challenged by two groups: elected officials in rural areas and liberal arts colleges. The elected officials did not want to lose control over teacher hiring, and the liberal arts colleges resisted because they historically had prepared teachers. These challenges, however, were unsuccessful due to the clout of the progressives, resulting in increased centralization and expertise-based teacher certification. By the end of this period, forty states required at least a high school diploma for initial licensure; thirty-four required at least some additional professional preparation beyond high school; and five required four years of college (Rotherham and Mead 2004, 21).

### **Third Phase - Following WWII: Educator Requirements**

Even though the second phase (1880-WWII) resulted in a more centralized system of teacher preparation, the third phase marks the events that molded how prospective teachers are currently prepared. By 1950, half of the nation’s teachers did not have a college degree, even though aggressive efforts had been realized to increase teaching standards (Ramirez 2004, 52). In the 1960s and 1970s education departments “experienced much criticism about the rigor of teacher education programs as well as the debate between content and pedagogy” (53). Toward the end of the 20<sup>th</sup> Century, program exit testing for licensure became the norm.

Prior to this change, as long as the graduate completed an “approved program (as defined by state officials), then he/she was given a license to teach in that state” (Tom 1996, 12). This allowed graduates to receive a certificate with no measureable standards of the graduate’s knowledge of the coursework or pedagogical expectations (Johnson 2008, 183).

### **Increased Expectations**

The Soviet launch of Sputnik in 1957 and the resulting belief that America’s schools were to blame for this defeat in the “space race” sparked increased criticism of teacher preparation programs (Ramirez 2004, 52). This event, according to Nash (2008, 60), “made the United States focus on having students ready for US leverage in the world”. It also increased public awareness and focus on the efficacy of schools in America to compete globally (Polirstok and Digby 2008, 120). A 1963 study by the Carnegie Corporation of New York concluded that “educational requirements for teachers were low,” which is now of great importance given the need for quality teachers to prepare America’s future (Nash 2008, 60).

During this same time period there was new attention brought to public education for American children, acknowledging that as standards and expectations for public education were increasing there was no true accountability for teacher education programs (Burley and Morgan-Fleming 2008, 15-16). Elementary and secondary school were raising their standards and rigorous requirements for education, but the “schools of education were seen as complacent arbiters of education malpractice failing to prepare teachers for such curricular changes” (Ramirez 2004, 60). This awareness and desire for higher performance in public education was the impetus for widespread reform efforts for educator preparation programs and requirements for licensure and certification of teachers. If public education was to improve,

the programs that prepared the teachers to execute their duties of teaching America's children had to improve as well.

### **Reform Efforts-Professional Standards Movement**

Classroom teachers, along with organizations representing their interests, sought "control over teacher preparation, certification, and licensure" from WWII to the 1970s (Rotherham and Mead 2004, 18 & 23). They wanted to restrict entry to the profession, raise their pay, and increase esteem, creating a true "professional standards" movement emphasizing teachers' unique knowledge and skills, enjoying professional esteem like medicine and law. Their focus was to 1) raise formal education requirements, 2) push for a graduate level education, 3) create a professional standards board made up of practicing teachers who would be responsible for certification and licensure policy at the state level, 4) have an approved program route to teacher certification (states would approve higher education teacher preparation programs and graduates would automatically be certified), 5) improve the quality and content in teacher preparation programs, 6) create a national accrediting body that would set a uniform standard for the quality of preparation programs, 7) streamline the number and specificity of categories of certificates to a few broad categories rather than content and age-specific categories, and 8) to raise teacher salaries (Rotherham & Mead 2004, 23). This reform effort would move control over the teaching profession from "policy elites into the hands of organized practicing teachers" (24).

The organization of teachers prior to collective bargaining led to the creation of several professional organizations: the National Education Association (NEA) made up of professors, administrators, state and federal officials, as well as teachers; the National Association of State

Directors of Teacher Education and Certification (NASDTEC); and the American Association of Colleges of Teacher Education. These groups sought to raise the prestige and quality of teacher preparation programs and to influence the content, quality, and control of teacher preparation (Rotherham and Mead 2004, 24). These organizations were successful in increasing formal education for teachers, some streamlining of certification categories, and the “approved program approach in most states were adopted” (Rotherham and Mead 2004, 24-25). However, achieving more teacher control was not realized: legislators and state bureaucracies were not willing to surrender control to teacher-dominated bodies. In addition, teaching did not gain the prestige of medicine or law.

Ironically movement for professional standards that was initiated by the teachers came to an abrupt end by the 1970s due to the “economic self-interest of teachers” (Rotherham and Mead 2004, 25). Using the new tool of collective bargaining, the AFL-CIO-affiliated American Federation of Teachers (AFT), led by Albert Shanker, traded professionalism for the pressures of collective bargaining which was a stance traditionally associated with blue-collar workers. Now teachers were recast as public sector employee unions. This however did provide for higher salaries and better working conditions, and allowed teachers more control over educational policy (25).

### **New Standards Movement: Professional vs. Competitive Standards**

The rising awareness and dissatisfaction with US schools led the National Commission on Excellence in Education to publish “A Nation at Risk” in 1983 (Zeichner 1996, 1). It argued that US schools had fallen prey to “a rising tide of mediocrity”, criticizing teachers for their

inability to teach higher level critical thinking skills (Ramirez 2004, 59). Schools of education were also labeled “cash cows” of universities, being allowed to exist without attention to rigorous academic content, proper teaching methods, or the recruiting and training of high-quality teacher candidates. This document demonstrated true concern for the education system in the US (Steiner and Rozen 2004, 119; Burley and Morgan-Fleming 2008, 16).

The report “called attention to problems in US schools setting off a series of high profile state reform efforts” (Hess et al. 2004, 3). It challenged states to increase public education effectiveness by “strengthening the teaching profession through high standards for initial preparation and continued professional development” (Polirstok and Digby 2008, 123).

The result of “A Nation of Risk” was a new standards movement, where “states wanted to develop and implement clear guidelines regarding the content that students were expected to learn,” while ensuring that students were “actually mastering the material according to those standards” (Hess et al. 2004, 3). This movement has had an impact on the debate over teacher certification by increasing the emphasis on the content and student achievement link. It has also sparked an interest in new research into the effectiveness of current teacher certification schemes, as well as some emerging alternatives (Rotherham and Mead 2004, 26-27).

Two prevailing debates on the proper approach to the standards movement emerged in the 1980s: the professional standards movement and the competitive standards movement (Rotherham and Mead 2004, 26). The professional standards movement looked a lot like the earlier model with two differences. First, rather than weak professional associations promoting the movement, there were powerful support vehicles from institutions of higher education

such as the American Association of Colleges of Teacher Education, the NEA and AFT unions, and the unified educational establishment. Second, the “components of professionalism” brought these groups together to grant this movement clout (Rotherham and Mead 2004, 27-28). All of these groups had financial and political reasons to defend the professional standards model. They wanted to retain control over the educational establishment and policy.

The professional standards movement of the 1980s held the philosophy of progressive education that embraced “curricular formalism, the belief that teaching students how to think critically, love learning and be lifelong learners is more important than inculcating specific content knowledge” (Rotherham and Mead 2004, 38). They advocated pedagogical naturalism (the idea that learning is a natural process when children are engaged in relevant activities) and argued that these practices are based on a science of how students learn, which can be applied to teaching (38). The model consists of “standards of various kinds that represent the knowledge, skills and dispositions useful to practice” (Sykes and Burian-Fitzgerald 2004, 178)

This movement was primarily championed by those who tended to be more liberal and more likely to support direct government action to address social issues, including teacher quality. They argued that by mandating crucial impacts and preparation for prospective teachers (coursework and clinical experience credits) and regulating teacher preparation programs, state governments could produce quality teachers (Rotherham and Mead 2004, 38). Also, “democrats have stronger ties to teacher unions and many of the organizations championing the professionalism agenda. They support more spending on teacher training but stay away from the policy options outside of the traditional framework” (Rotherham and Mead 2004, 46).

The second school of thought on how to best address the standards movement was the competitive standards movement, which viewed teaching as a craft such as journalism or business management, embraced a wider view of what constitutes a professional (Rotherham and Mead 2004, 36). These reformers argued for making it easier for “non-traditional” teachers to be considered for teaching positions, supporting “alternative” preparation programs due to cost and time requirements of traditional programs (Hess et al. 2004, 4). Alternative licensure programs are based on the premise that it is possible to get more quality teachers by allowing them to bypass or postpone some of the requirements (particularly education-specific coursework) associated with traditional licensure programs touted by the progressives (Goldhaber 2004, 82).

Those favoring the competitive standards movement did not have the powerful support that the professional movement enjoyed. There were few organizations that were willing to work on competitive certification policy in depth, and those that did were not ideologically or politically homogeneous. Because they were not as organized, they were substantially less likely to lobby at the state level, where much of this policy is decided (Rotherham and Mead 2004, 37).

Supporters of this agenda adhered to a more traditionalist view of education that sees student attainment of specialized knowledge and skills as the primary purpose of education. They believed that subject matter comprehension is the most important requirement for qualified teachers (not discounting the importance of critical thinking) engaged in learning and active teaching. However, they argued that content knowledge is the foundation of these skills (Rotherham and Mead 2004, 38). Championing college graduates’ firm grasp of the content is



the primary vehicle for effective teaching, which is why they fought for “certification by exam” rather than full program completion (Hess et al. 2004, 4-5).

Competitive certification advocates tended to be more centrist or conservative politically. They tended to note the failure of government mandates to achieve many important policy goals. They argued that deregulation, coupled with increased market competition, is a more promising policy option. They supported local control, flexibility of administrators, accountability for hiring teachers, and strong accountability and compensation incentives as better means for reaching teacher quality goals (Rotherham and Mead 2004, 39). Republicans favor “policy alternatives such as alternative certification or competitive certification that challenge the status quo.” They do not, however, favor increasing spending on teacher preparation (Rotherham and Mead 2004, 46).

As reform efforts grew, state-level agencies and actors responsible for implementing teacher certification, needed to take into account the professional and competitive standards perspectives. These agencies must be responsive to constituent interests that influence governors, legislators, and other stakeholders (Rotherham and Mead 2004, 39). Most states accepted the competitive agenda, nevertheless, the professional advocates position that states mandates alternative route teachers complete the same pedagogy coursework as traditional certification became policy in most states (Rotherham and Mead 2004, 45).

### **Federal Reform Efforts**

The third phase in teacher preparation was also marked by substantial reform efforts that began a new period of federal interest in education improvement, an area that had long

been regarded as strictly a state domain. As Ramirez argued (2004, 49), “Central to federal efforts to improve teacher quality has been the debate over the importance and effectiveness of teacher education programs”. In 1958 the Federal government passed National Defense Education Act (NDEA) that represented a new federal commitment to improving education while making explicit states’ primary authority in these matters (Ramirez 2004, 54). The 1965 Elementary and Secondary Education Act (ESEA), and the Higher Education Act (HEA) provided funding to ensure better educational resources to help in weak academic areas and provided financial support for teachers’ professional training. The 1965 ESEA also stated, “Federal dollars came with a mandate that programs be evaluated to show their effectiveness” (Andrade 2008, 191). The 1974 reauthorization of ESEA expanded pre-classroom educator training. The federal government was no longer hands-off (Ramirez 2004, 55-56). By 1976, the federal investment in professional preparation was substantial – over \$500 million in grants, contracts and other awards. Unfortunately, there were “still no efforts for true teacher preparation program accountability to improve their effectiveness to prepare teachers for the rigors of the classroom” (58).

However, the focus was changing. In the 1978 reauthorization of ESEA, states were required to coordinate their own professional development efforts, and the 1980 reauthorization of HEA created a federal mandate “for the redesign and reorientation of teacher-education institutions” (Ramirez 2004, 59). By 1984, a senate bill was introduced that argued for something to be done to improve the quality of teacher-education programs. President Clinton continued this effort by passing the Goals 2000 legislation, which provided the focus for teacher’s professional development, state assessments, and an accountability

system. This was a huge turning point in the federal government's role in teacher preparation (61). In "A Call to Action for American Education in the 21<sup>st</sup> Century," (1998) Clinton championed increasing teacher quality to "give them the highest quality preparation and training" (62). The reauthorization of the HEA in 1998 established new state and institutional reporting requirements that would "hold institutions of higher education accountable for preparing teachers who have the necessary teaching skills and are highly competent in the academic content area in which the teachers plan to teach (67).

The most recent federal intervention effort that has impacted educator preparation programs is President Bush's passage of the "No Child Left Behind Act of 2001" (NCLB). The policies of NCLB require and/or prohibit certain behaviors with penalties for non-compliance: "NCLB is principally a regulatory policy employing mostly mandates and system change as its instruments of choice" (Pinckney 2008, 166). These mandates require that all classrooms have "highly qualified" teachers and that all beginning teachers be fully licensed by 2006 (Burley and Morgan-Fleming 2008, 16; Polirstok and Digby 2008, 123).

To be considered as "highly qualified", teachers must have full-state certification and/or pass the state's licensing examination, which has a direct impact on alternative certification routes that didn't require these elements to enter the classroom (Rotherham and Mead 2004, 45). In addition, reporting requirements and standards for qualified teachers are specified (Ramirez 2004, 73). Also included are provisions that limit "federal funds for educational reform explicitly to states that have accountability programs in place" for educator preparation programs (Steiner and Rozen 2004, 120). There is flexibility in state's meeting their obligations under the law, but this is the most aggressive effort to impact educator preparation programs

in complying with the standards of “highly qualified” educators in every classroom (Pinckney 2008, 171). As long as states comply with content/subject mastery for secondary teachers and appropriate coursework for elementary teachers, they have the discretion to determine other certification criteria (Hess et al. 2004, 2).

### **State Reform Efforts**

States have also responded to the call for improving public education in the US by demanding accountability from schools and programs that prepare educators (Steiner and Rozen 2004, 120). Many states developed their own licensing requirements beyond the bachelor’s degree and exams, which is controlled by state departments of education (Ramirez 2004, 53). For example, some states started requiring a minimum GPA and/or standardized testing as prerequisites for entry into teacher education programs. “The majority of states also introduced the tests of minimum standards for initial teacher licensure that are now the norm,” holding individuals accountable for the quality of their teacher preparation (54). States have also renewed their attention to state policymaking arrangements, revising or enacting professional standards board’s legislation (Rotherham and Mead 2004, 40). This allows them to measure educator preparation programs against a set standard for evaluation of effectiveness.

### **Federal Legal Authority**

Article 1 of the US Constitution gives Congress the power to “lay and collect taxes...and provide for the common defense and general welfare of the United States,” which has broadly been interpreted to support a federal interest in education, even though public education is not

specifically referenced (Ramirez 2004, 50; Pinckney 2008, 172). In 1867, the US Department of Education was formed, the first federal education agency; but until recently “the federal government had practically no policymaking role in elementary and secondary education in the United States” (Ramirez 2004, 51). Amendment X of the Constitution grants powers to the states that are not designated to the US States, allowing the federal government to support education while the states execute the duties of all aspects of public education: “For more than 200 years, the notion that the federal government should keep its hands off of education policy has been widely accepted” (Ramirez 2004, 50). There is a definite interest in increasing standards for teacher preparation at the federal level; but in a decentralized system, “the challenge is making that happen with 50 different state’s systems with more than a thousand approaches to teacher preparation” (79).

## **State Authority**

State legislatures leave most details of teacher certification/preparation and program approval requirements to the departments of education or their professional standards boards (Rotherham and Mead 2004, 43). Officials of Departments of education are elected by the general public, while professional standards boards are appointed by the governor with legislative approval. These entities regulate teacher licensure requirements for entry into the teaching profession (Goldhaber 2004, 81). They set policies and rules “pertaining to what makes a teacher a professional educator,” including a teacher’s knowledge base, the conduct and performance of a teacher, and how a teacher is considered competent (Johnson 2008, 183). It is their responsibility to help prepare teachers to handle the complex requirements of

successfully educating students (Burley and Morgan-Fleming 2008, 14). Departments of education are responsive to constituent interests and are subject to interest group pressure. Professional standards boards are comprised of schoolteachers, administrators, higher education representatives from schools of education, and community members. Their rules are subject to approval by the state's department of education (Rotherham and Mead 2004, 42).

The federal Higher Education Act (HEA) requires all states to describe their process and criteria for evaluating education preparation programs and identify low-performing institutions; however, states can vary considerably in how they do this (Ramirez 2004, 79). Thus, Rotherham and Mead noted (2004, 17), "The variation of what 'certification' means between states and among teacher preparation programs within some states has important implications". States generally require similar core components such as a bachelor's degree and program completion, but there are state-to-state variations in coursework, tests, and student teaching requirements in programs that complicate interstate teacher mobility. States also vary in the enforcement of those standards, allowing unqualified people to teach with waivers for emergency or temporary licenses (Ramirez 2004, 71-72).

## **Educator Licensure**

Regardless of disparity between states on preparation programs, "every state in the country requires individuals hired to teach in its public schools to hold some form of license or certification" (Rotherham and Mead 2004, 12). The specified purpose of teacher licensure is to guarantee a minimum standard of quality of public school teachers with the goal of creating a teacher workforce of higher overall quality than would exist in its absence (Goldhaber 2004, 82-

84). “Teacher quality can have a tremendous impact on student achievement,” which is why there is so much focus on the educator licensure process and requirements (81). Graduates of educator programs should “develop that content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn in a manner that reflects the professional, state and institutional standards’ (Rotherham and Mead 2004, 14). Teachers can receive their license through traditional or alternative routes. Both processes consist of study and experience that includes coursework, a teaching practicum, the passing of a state or national teaching exam, and mentoring (Johnson 2008, 183-184; Goldhaber 2004, 82).

### **Traditional Licensure**

Traditional licensure consists of programs and standards set by state-accredited colleges and universities, where students major in either education (elementary or secondary) or a content area concentration with program completion (Johnson 2008, 184). Rotherham and Mead noted (2004, 12), “Traditional certification expects that teachers will have obtained the bulk of their preparation prior to entering the classroom, generally by completing an approved teacher preparation program at an institution of higher education”. These programs have additional education coursework included in their graduation requirements. Student teaching must be completed under the direction of a mentor or master teacher.

### **Alternative Licensure**

The alternative licensure approach represents a reduction of state-level regulation aimed at reducing the entry barriers for college graduates interested in teaching: “these

programs mimic teacher education programs by providing classroom training for teachers, but do not require substantial time investment prior to entering the classroom” (Boyd et al. 2004, 169). People with a bachelor’s degree can enter an alternative preparation program to receive the additional training in pedagogy, which can be obtained by on-the-job training requirements consistent with traditional licensure programs (Goldhaber 2004, 82). Goldhaber argues (2004, 84) that “alternative licensure is a tool for enticing large numbers of highly qualified, talented and enthusiastic individuals into the profession who otherwise might have judged the time and expense of more traditional teacher preparation programs to be too high in comparison to other career opportunities”.

## **Educator Preparation Program Governance in Texas: A History**

Texas has undergone several changes regarding the governance of educator preparation programs (EPPs) over the last 150 years. In 1866 the first ex-officio Board of Education was created by the Texas Constitution (Article X, Section 10) to distribute educational funds and perform duties concerning schools, which included governance of EPPs. The State Board of Education (SBOE), which was created in 1928, performs all legal duties concerning public education and the preparation of educators.<sup>3</sup> In 1949, the Texas Legislature (SB 115, 51<sup>st</sup> Texas Legislature) created the Texas Education Agency (TEA) as the administrative arm of the SBOE. Guided by SBOE policy-making authority, the TEA coordinates all public educational activities and services, including educator preparation (Texas n.d.).

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<sup>3</sup> The SBOE was created through a Constitutional Amendment (Article VII, Section 8).



The 74<sup>th</sup> Texas Legislature passed SB 1 in 1995, creating the State Board for Educator Certification (SBEC) as the State governing body of teacher preparation. Senate Bill 1 sunset (terminated) all SBOE rules, but maintained approval-authority of any future SBEC rules (Texas n.d.). The bill also established Chapter 21 of the Texas Education Code (TEC), which granted SBEC the authority to rule on all issues affecting educator preparation programs and to establish standards to govern the continuing accountability of all educator preparation programs. No candidate can be recommended for licensure except by an educator preparation program that has been approved by SBEC (TEA 2010). All educator preparation programs are governed by Texas Administrative Code (TAC) rules and monitored for quality by Texas Education Agency Division of Educator Standards. Programs are responsible for implementing current rules, content, and best practices as they prepare future teachers and administrators (TEA 2010).

Traditionally, university-based programs were the only routes to teacher certification. In 1985 alternative certification programs (ACPs) were first introduced in Houston Independent School District to address teacher shortages in critical areas (bilingual, special education, math and science). SBEC created separate standards for alternative routes to place teachers that were experts in their field of study into classrooms with only minimal training: most programs were one year. From 1985-1999 separate standards governed traditional and alternative certification routes (SBEC 2000).

In 1999, SBEC pulled all programs under Texas Administrative Code, Title 19, Chapter 228, which states that “all educator preparation programs will be subject to the same standards of performance as required by Chapter 229” (SBEC 2000). Chapter 229, adopted in 1993, relates

to the Accountability System for Educator Preparation (ASEP) Rules. SBEC is responsible for establishing standards to govern the initial approval and continuing accountability of all educator preparation programs. The purpose of the ASEP “is to ensure that entities are held accountable for the readiness for certification of individuals completing the programs” (SBEC 2000).

### **Routes to Educator Certification**

In Texas, there are four routes to educator certification: (1) University-Initial Certification: a program usually delivered as part of a baccalaureate program, (2) University Post-Baccalaureate: a program that may be offered to an individual who already holds at least a bachelor's degree and is seeking certification, (3) University Alternative Certification Program: an Alternative Certification Program offered by a university, and (4) Non-University Based Alternative Certification: a nontraditional Educator Preparation Program for individuals who hold bachelor's degrees or higher (TEA 2010). The providers of teacher education in Texas run the gamut from traditional universities, to for-profit companies...to non-profits; from community colleges to school systems; and from regional education services to individual public schools (A. E. Levine 2006, 17). Unlike law and medicine, teaching does not have a common first professional degree: “teacher candidates can earn one of many degrees and certificates, undergraduate or graduate, in programs lasting a few months, a year, or five years” (A. E. Levine 2007, 47).

## CONCLUSION

Teacher preparation has undergone substantial changes since public education was introduced in the United States in the 19<sup>th</sup> Century. There have been many proposed changes to teacher training, certification, and licensure that attempted to raise teacher quality for America's youth while addressing supply and demand and balancing political struggles (Rotherham and Mead 2004, 11). According to Leal (2004, 11), "research shows that the most important influence on a child's educational success, after family involvement and background, is the teacher". Educator programs can increase teacher quality by incorporating high standards in admission decisions, providing effective instruction, and weeding out teacher candidates who are likely to fail. They can also help to ensure qualified individuals become public education teachers (101).

The importance of educator preparation programs on teacher quality and student learning, coupled with the differing philosophies and routes to certification, are sure to produce continued debate on how best to prepare teachers. There is no question that standards and requirement will continue to evolve with educational expectations. All levels of government now have a more active role in preparing America's teachers, and educator preparation programs will be held to more scrutiny and accountability.

## **Chapter III. LITERATURE REVIEW**

### **INTRODUCTION**

This chapter examines the elements of the major components of the current Texas Educator Preparation Program standards through the lenses of the scholarly literature. This literature review should prove useful for exploring the efficacy of Texas EPPs and for others interested in developing/improving their educator preparation process. The first section covers the purpose and function of EPPs; the benefits of applying minimum standards to prospective teachers, school districts, and States; and the recently implemented process of evaluating Texas EPPs. The primary elements of Texas EPPs constitute the components of the Conceptual Framework for this study. The second section reviews the five components that are recommended as minimum standards that States could mandate for all EPPs. The third section presents the conceptual framework table that links model component categories to the scholarly literature.

### **EDUCATOR PREPARATION PROGRAM ROLES AND RESPONSIBILITIES**

Teaching is a specialized field where individuals need to be professionally prepared to educate the nation's youth: "teachers need to be formally educated, for they alone are responsible for knowing how to formally educate others" (Cruickshank et al. 1996, 16). Being a good teacher requires not only being an expert on some specific content area, but also requires the ability to instruct students. Whitehead argued "that the art and science of education require a genius and a study of their own; and that this genius and this science are more than a bare knowledge of some branch of science or literature"(1949,16). According to Padhan and

Singh, becoming a professional educator “involves specific intellectual study and training leading to professional qualifications/certification, and provides skilled service to the” students (2010, 58). Professional educators need “a specialized body of knowledge and skills...acquired during a prolonged period of education and training” leading to certification / licensure (Schein 1972, 8).

Educators acquire this professional training through Educator Preparation Programs (EPPs). Katz and Rath (1985, 9) have defined EPPs as a set of phenomena, deliberately intended to help prospective teachers acquire the knowledge, skills, dispositions, and norms of the occupation of teaching. EPPs provide specialized training not intended to be of particular interest or value to persons outside the profession, like law and medicine (Cruickshank et al. 1996, 15). EPP training is designed to prepare individuals with content mastery and pedagogical knowledge to effectively educate school children. Developing effective teachers through educator preparation programs is crucial because these programs may be the only vehicles available for training individuals in teaching methods (Rust 2010, 7; Potemski et al. 2010, 1).

Producing professionally qualified and competent teachers requires that EPPs make the preparation of practitioners their primary focus (Padhan and Singh 2010, 58; Levine 2006, 112). In addition to providing prospective teachers with the essential skills and knowledge to be effective educators, EPPs are also charged with the responsibility of screening out unsuitable candidates before they reach the public schools (Leal 2004, 102). These programs determine admission eligibility and teacher readiness, as well as overall performance. Since these programs may be the only screening and training mechanism available, prospective teachers

should not reach the classroom until they receive the approval of a qualified teacher preparation program.

## **BENEFITS OF MINIMUM STANDARDS FOR EDUCATOR PREPARATION PROGRAMS**

### **Educator Preparedness**

Aspiring teachers desire quality preparation, which is useful in their roles as educators. The available literature demonstrates consensus that teachers with higher levels of preparation are more effective (Goldhaber 2004, 91). Appropriate minimum standards are a “remarkable necessity” for teacher training programs that genuinely seek to enhance the abilities of teachers entering the profession (Adiguzel and Saglam 2009, 83). Minimum standards provided by EPPs provide prospective teachers with the skills necessary to be effective educators (Boyd, et al. 2004, 169).

Scholars suggest that teachers should be instructed by the same standards and criteria under which they would be evaluated. Levine (2007, 47) found that most programs do not adequately prepare prospective teachers in competencies that new teachers need to be successful. Wasburn-Moses and Rosenberg (2008, 262) argue that Educator Preparation Programs should look to professional standards to guide their programs in effectively preparing teachers.

Individuals selecting a preparation program should be provided with the assurance that all EPPs comply with minimum standards, ensuring a base-line consistency in program criteria and standards: “Teachers...recognize that their success is contingent upon the quality of the teacher education programs from which they graduate” (Futrell 2010, 437). All those who enter

the teaching profession should be afforded the same standards of preparation for success irrespective of what preparation program they attended.

### **Program Quality & Evaluation**

States have an interest in the standards for educator preparation programs since they seek to protect those who are served, the students (Sykes and Burian-Fitzgerald 2004, 178). The quality of a state's educator training programs depends on requiring standards for admission and completion for all educator preparation programs: "a way of ensuring quality of educator preparation programs in a state is by implementing minimum standards" (Flippo 1986, 5; Hess 2004, 9; Ramirez 2004, 69). Minimum standards are a floor which no program should fall, and determine the necessary and adequate qualification levels for educators entering the profession; implementing minimum standards in teacher training programs allows for increasing the qualifications for those institutions. Adiguzel and Saglam posit, "developing standards in teacher training means quality assurance" (2009, 83).

The ultimate goal of every state should be to ensure that everyone entering the teaching profession meets the standards in their field and masters a repertoire of pedagogical skills to successfully educate students (Futrell 2010, 437). Mandated minimum standards for EPPs allow states to evaluate those programs that prepare educators against a measured set of criteria, which teachers need to be effective and successful. Proper program evaluation requires having standards in place that reflect the qualifications needed for educators entering the field. According to Futrell, standards should be "rigorous, clearly defined, and measurable" (2010, 437). Minimum standards ensure the quality of institutions in charge of training qualified teachers (Adiguzel and Saglam 2009, 85). As Greenberg and Jacobs noted, "it falls to

states to spearhead improvements of education schools by better exercising the oversight authority that they already hold” (2009, 10). Levine (2006, 14) and Polirstok (2008, 124) found that the evaluation of EPPs against minimum standards increases the accountability of these programs to the states.

### **Local School Districts Teacher Quality and Selection**

Local school districts are charged with the responsibility of educating public school children. All students deserve a quality education and should be able to count on having a qualified teacher who is prepared to provide effective instruction (Sykes and Burian-Fitzgerald 2004, 180). Minimum requirements for educator preparation programs improve the skills of the teaching workforce by requiring specialized training and coursework to address the educational needs of students (Boyd et al. 2004, 167; Goldhaber 2004, 91). Futrell (2010, 435) argues, that over time “the rigor and quality of the programs in preparing teachers will help attract and retain more teachers in the profession and, thus, ensure a highly qualified, caring teacher in every classroom”.

Local school districts are held accountable for the educational progress and ability of the students to meet standards and criteria set by states. These standards determine the minimum knowledge and skill required of every student at each grade level. Ensuring that teachers are prepared to adequately instruct students on the required knowledge and skills is crucial for student success. If school districts are held accountable for student achievement, they need to know if their teachers are qualified to teach. Padham and Singh argue, that “The quality of training received by the teachers in training institutions is supposed to have a direct impact upon their proficiency in transmitting the school curriculum to students. A teacher education



curriculum, that is need-based and relevant to the demands of school curriculum, is therefore, a must in making a good teacher” (2010, 58). Teacher standards should be based on the criteria that students will be measured by and which school districts will be held accountable for. Professional standards translate evidence-based practices research into uniform guidelines, facilitating connections between teacher education programs and K-12 schools. According to the literature, minimum standards will ensure that every teacher is prepared by the same standards that school districts are measured by (Wasburn-Moses and Rosenberg 2008, 262; Levine 2007, 47; Padhan and Singh 2010, 58).

Local school districts are responsible for all functions of the teacher selection and hiring process. According to Goldhaber, “the quality of the teacher work force will ultimately be determined by the effectiveness of local school systems in selecting and hiring teachers” (2004, 90). Minimum standards in educator preparation programs will afford school district personnel confidence that every potential teacher possesses certain skills and training that reflect state standards. Consistency in teacher preparation not only provides a base line for selecting teachers, it also protects students from “poor local hiring decisions,” ensuring that all students receive quality instruction (93).

In addition to providing school district’s with adequately prepared teachers, minimum standards should aim to prevent “potential teachers who do not have a minimum standard of competency” from entering the profession and receiving certification (Boyd et al. 2004, 154). Educator preparation programs, therefore, have the opportunity to weed-out candidates that are not fit to be educators before they ever reach the school districts. Leal (2004, 114) found

that the majority of educator preparation program administrators believe that the screening process should be done by EPPs because they are better equipped to determine suitability of the educator.

In addition to looking at Educator Preparation Programs overall, the next part of this section will look at the implementation of Texas EPP minimum standards.

## **TEXAS: THE STATE PROCESS**

### **SBEC Mandated Minimum Standards**

Current scholarship on teacher education is that it is a policy problem, and policymakers need to focus on the broad aspects of teacher preparation (subject matter requirements, entry routes, teacher tests) to prepare well-rounded educators (Nash 2008, 61). Ramirez argues that success relies on “policymakers adherence to a coherent vision of teacher quality that considers the full continuum of the teaching profession and the ways in which policies and practices must align to ensure that states are teaching, testing, and reporting the things that really matter” (2004, 79). Since 1993, the Texas State Board for Educator Certification (SBEC), Texas’ policymaking body for EPPs, only measured program accountability by candidates’ actual performance on the certification exams, as required by their Accountability System for Educator Preparation (ASEP) Rules (SBEC 2000).

Through SBEC, Texas took on this policy challenge to address teacher quality in 2007 by initiating the process of requiring minimum standards of all educator preparation programs. Unfortunately, there are currently no prescribed and agreed-upon standards of preparation among professionals in the field. While others call for a dramatic change in teacher preparation,

“there seems to be an ‘anything goes’ attitude about teacher preparation” by some experts in the field (Rust 2010, 5). The community of experts calling for reform in this field is deeply divided, suffering from major disagreements about what should constitute good teacher preparation (Michael et al. 2008, 4).

In conjunction with the leadership and guidance of Texas Education Agency experts, SBEC decided to develop minimum standards for EPPs during the required Texas Administrative Code (TAC) rule-review process; all TAC rules must be reviewed every four years. The process to develop standards included three stakeholder meetings in January, June and October with a minimum of 21 collaborators at each meeting. Clift (2009, 81), Adiguzel and Saglam (2009, 84) argue that the standards development process should include experts in the area of teacher education, allowing for stakeholder participation in. In the 2007 process, the stakeholders were instrumental in the development of the standards by providing crucial input to the proposed revisions. The proposed rule changes to educator preparation programs included input from almost 2000 Texas educators, parents, and business and community representatives. In addition to inviting stakeholder input, SBEC is also required to have a 30-day public comment period, two readings of proposals, and State Board of Education (SBOE) approval before rules are implemented (Texas Education Agency 2010).

In December, 2008 SBEC voted to approve the TEA proposed changes to 19 TAC 227 and 228 regarding preparation requirements for all programs.<sup>4</sup> The SBOE accepted the recommended changes, and new standards were implemented in January 2011. These standards focus on the Texas Essential Knowledge and Skills (TEKS), the required statewide

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<sup>4</sup> 19 TAC 227 “Provision for Educator Preparation Candidates”; 228 “Requirements for EPPs”.

public school curriculum. The TEKS reflects current research on the developmental stages and needs of children from Early Childhood through Grade 12 (TEA 2010). The minimum standards consist of five major components that all EPPs must comply with to receive initial program approval and maintain “accredited” status, which demonstrates good standing. The five components are:

1. Governance of Educator Preparation Programs
2. Admission Criteria
3. Educator Preparation Curriculum
4. Program Delivery and Ongoing Support
5. Assessment and Evaluation of Candidates for Certification (Texas Secretary of State n.d.).

As stated earlier, this study analyzes the Texas Educator Preparation standards by connecting them to the literature. Each component of the standard (Governance, Admission, Curriculum, Program Delivery and Ongoing Support, and Assessment and Evaluation) contains detailed subcomponents which are discussed in the literature review and summarized in Table 3.1.

## **GOVERNANCE OF EDUCATOR PREPARATION PROGRAMS**

Governance is the first component of Texas EPP standards. Governance includes the responsibility of providing oversight and support for the program and the prospective teachers. Governance also includes being held accountable for compliance of all state standards, program quality, and the candidates whom the program recommends for certification. Governance of Texas EPPs is provided by the Chief Operating Officer (COO) and an Advisory Committee.

### **Chief Operating Officer Support**

To ensure quality assurance, the chief operating officer (e.g. dean, owner, director) of each educator preparation program should provide support to the program and candidates. Chief operating officers are held accountable for the quality of the program in “making of professionally qualified and competent teachers” (Padhan and Singh 2010, 58). Levine (2006, 82) argues that program success is dependent on the governing staff being supportive and positive about the program and the candidates. The quality of the program in fulfilling expected goals requires full participation by all faculty and staff. Moreover, the chief operating officer should convey this sentiment (Cruickshank, et al. 1996, 21).

### **Governing Board Support**

Quality assurance is also dependent on the governing board (advisory committee) providing support to the candidates and the program. Advisory committees are catalysts that facilitate the defined goals and objectives for educator preparation programs (Davis and Davis 2009, 117). Supporting the program and candidates in this role is essential for success.

Wasburn-Moses and Rosenberg (2008, 258) found that the advisory committee should include program stakeholders since collaboration of stakeholders in educator preparation programs is linked to program effectiveness. A balanced membership of stakeholders provides a collective experience in defining and reaching the goals of the program (Moffitt 2002, 4; Davis and Davis 2009, 114-115).

According to Davis and Davis (2009, 116), advisory committee members should understand that their purpose is to work collectively toward the agreed-upon vision of the

program; producing high-quality, effective teachers. Realizing this purpose requires the committee members to participate in the design of the program, delivery of service, policy decisions, and program evaluation. As Levine (2006, 107) noted, advisory committee members they “need a shared vision of what a teacher must know and be able to do to promote student learning”. Consensus among stakeholders allows the appropriate policies and practices to be put into place (Cruickshank et al. 1996, 21; Oliver and Reschly 2007, 13). Advisory committee members should also conduct program evaluations regularly to assess the effectiveness of the program in achieving its vision (Cruickshank et al. 1996, 34).

Another function of the advisory committee could be to determine what field-based experiences are relevant for prospective teachers in educator preparation programs. Field-based experience provides an introductory exposure to the classroom setting in which the prospective teacher observes a teacher of record. Field-based experience differs from the teaching practicum in which a prospective teacher actually engages in teaching, and helps prospective teachers connect education theory to the practice of education (Oliver and Reschly 2007, 3; Cruickshank et al. 1996, 21). Relevant experience is aligned with the prospective teacher’s certification field (Levine 2006, 40; Gideonse 1987, 310; Rust 2010, 7). Advisory committee members need to determine field-based experiences that are meaningful and “reflect realistically the essence of the environment into which their students will go” (Rust 2010, 11).

## **ADMISSION CRITERIA**

Admission criteria is the second component of Texas EPP standards. Admission criteria refers to the requirements that candidates have to meet as a pre-requisite for admission into an EPP.

## **Importance of Admission Criteria**

Requiring applicants to meet certain admission criteria for entrance into educator preparation programs helps to ensure that applicants possess the skills, abilities and dispositions necessary to be successful teachers. As Levine noted, “admission criteria are designed to recruit students with the capacity and motivation to become successful teachers” (2006, 20). There is also a “relationship between pre-admission characteristics and subsequent academic performance” (Pelech et al. 1999, 217). Programs are responsible for ensuring that prospective teachers have the prior skills and knowledge to be successful. Educator preparation programs that require admission criteria do so to help ensure that qualified individuals become teachers (Leal 2004, 101). Some states have set admission criteria to address teacher quality issues demanding “higher standards of the people entering the teaching profession” (Levine 2006, 14).

Nationally, education schools are perceived as having low admission standards (Levine 2006, 55). Not surprisingly, schools with low admission standards also tend to have low graduation requirements, setting teachers up for failure because they are not equipped to be successful (Rust 2010, 7; Levine 2006, 58). Levine (2007, 46) argues that because too many educator preparation programs maintain low admission standards, states must require that candidates meet minimum standards before entrance into EPPs.

Flippo (1986, 5) argues that to ensure teacher quality, the state department of education could include certain minimum entrance criteria as part of its program requirements. Requiring all programs to implement these standards will improve the consistency of entrance criteria (Gideonse 1987, 310). Sawchuck (2009, 8) also agrees that admission criteria for

entrance into educator preparation programs should be mandated by states. Through the department of education, states should identify important pre-admission characteristics that can help improve admission practices for EPPs and help predict candidate success in the program and later as a teacher (Pelech et al. 1999, 217-218). The admission criteria used by SBEC are:

- Grade point average (GPA)
- Basic skills testing
- Content coursework
- Oral communication skills
- A screening process to determine suitability in the program

### **Grade Point Average**

Utilizing a student's college grade point average (GPA) is one pre-admission criterion that states can mandate for entry into educator preparation programs. The 2009 National Governors Association Report recommends a minimum GPA as admission criteria to educator preparation programs (Sawchuk 2009, 8). Some states are already requiring a minimum GPA as a prerequisite, moving toward tougher requirements for program entry (Ramirez 2004, 54). The *2007 State Teacher Policy Yearbook: Progress on Teacher Quality*, recommends that Texas "should consider requiring some indicator of general academic caliber, such as a minimum college GPA," demonstrating above average academic performance (NCTQ 2007, 79).

Educator Preparation Programs should ensure that candidates seeking admission are suitable for the program. A candidate's college GPA is important for program suitability



because it measures the academic preparation (content coursework) in the certification field (Pelech et al. 1999, 219-222). Moreover, the National Council on Teacher Quality noted “assessing a teacher candidate’s college GPA...can provide useful and reliable measures of academic caliber” (NCTQ 2007, 122).

A candidate’s GPA is also important because it is a good predictor of program success. Pelech et al (1999, 223) found, “GPA continues to be one of the most valid predictors of subsequent academic performance and success in the overall program”. There is a positive correlation between GPA and program success. Prospective teachers who have been shown to have more problems in EPPs have lower grade point averages entering those programs (Pelech et al. 1999, 217, 222).

Teacher quality is another important reason for requiring a minimum GPA for program admission. Boyd et al. (2004, 152) argue that a teacher’s academic ability has a positive effect on student achievement in the classroom. States can address quality teaching by ensuring all teachers possess a minimum GPA that reflects a solid education as a prerequisite for entry into EPPs (Sykes and Burian-Fitzgerald 2004, 180; Levine 2006, 64).

### **Basic Skills Testing**

Testing to assess basic skills is another criterion that states could use as a condition for entrance to an educator preparation program. Flippo noted, “the basic skills tests usually assess the candidates’ reading, writing, and computational skills” (1986, 3). Requiring minimum scores on basic skills demonstrates candidates’ readiness for program expectations (Sawchuk 2009, 8). Furthermore, “admitting prospective teachers that have not passed basic skills tests - may

result in programs devoting already limited time to basic skills remediation rather than preparation for the classroom” (NCTQ, 2010).

Some states have already implemented basic skills testing as a prerequisite for program entry. States looking to raise teacher quality have adopted this measure to create a more regulated and regimented environment that demands higher standards of the people entering the teaching profession (Levine 2006, 14; Ramirez 2004, 54).

### **Content Coursework**

States can also require previous coursework in the content area for which certification is sought as a condition for admission into EPPs. Effective teaching requires “deep command of the subject matter” (Cohen et al. 2010, 2; Gideonse 1987, 312; Edelfelt 1960, 67). Strong content knowledge is the only reliable evidence that researchers can attribute to student achievement and teacher quality (Hess et al. 2004, 7; Boyd et al. 2004, 154; Sykes and Burian-Fitzgerald 2004, 180). Cohen et al. (2010, 2) found that for program success, candidates need to possess deep subject knowledge prior to program involvement.

### **Oral Communication Skills**

The literature suggests that another criterion states could mandate as a condition for EPP admission is the candidate’s demonstration of oral communication skills. Oral communication skills are essential for teachers’ effectiveness in delivering instruction (Hess et al. 2004, 7). To assess candidates’ suitability for the program and the profession, EPPs should require demonstration of adequate oral communication skills as a prerequisite for admission (Pelech et al. 1999, 217- 219).

## **Screening Process**

The literature suggests that states could also require EPPs to use a screening process, or processes, to determine a candidate's appropriateness for teaching profession and/or certification sought (Cohen et al. 2010, 2). Screening processes that measure such characteristics as emotional maturity, motivation, and ethical integrity can also be useful in predicting a candidate's success in the program and profession (Pelech et al. 1999 217-219; Sykes and Burian-Fitzgerald 2004, 180).

## **CURRICULUM**

Curriculum is the third component of Texas EPP standards. Curriculum includes all the courses of study and materials that are covered in the EPP coursework for the purpose of preparing prospective teachers.

### **Importance / Relevance of An Educator Preparation Program's Curriculum**

Becoming a teacher requires specialized training and instruction. As Silberman noted (1970, 413), "the question is not whether teachers should receive special preparation for teaching, but what kind of preparation they should receive". EPPs must be designed (or redesigned) "to prepare teachers to employ the skills and knowledge" that new teachers need to be effective (Futrell 2010, 434; Levine 2007, 47). Providing effective instruction that is driven by applicable curricula can help ensure that qualified candidates become successful K-12 teachers (Leal 2004, 102). EPPs should be responsible for providing prospective teachers with the appropriate curriculum.

Levine (2006, 107) argues that states should mandate minimum curriculum standards since states can provide agreement on the curriculum that future teachers need. Consistency

across EPPs will help ensure facilitation of the shared vision of what curriculum is needed to prepare teachers effectively.

The curriculum used by EPPs needs to be developed to achieve desired outcomes with clear goals and the ability to educate teachers effectively. Programs should ensure that the curriculum covers subject area courses with specified topics, and “is rigorous, coherent and organized to teach the skills and knowledge needed by teachers” (Levine 2006, 20, 44). The Texas curriculum standards are:

1. Subject area courses alignment with educator standards
2. Specific topics covered in subject courses
3. Assessment of subject area courses and topics

### **Subject Area Courses Alignment with Educator Standards**

Educator standards are the state’s standards for what students should know and be able to do. States could mandate that curricula for educator preparation programs be aligned with educator standards. The educator standards should be focused upon the statewide public school curricula and reflect current research on the developmental stages and needs of children from Pre-K to Grade 12 (Gideonse 1987, 312; Cruickshank et al. 1996, 11). Pre-K through Grade 12 students are evaluated by state standards for grade-level promotion and for graduation purposes. Prospective teachers need to be provided instruction by programs with professional standards that are aligned with the same standards by which students are held accountable (Wasburn-Moses and Rosenberg 2008, 262).

A teacher education curriculum should be a combination of subject matter concentration with additional specialization in effective communication. An understanding of student learning issues for children of different ages and backgrounds is essential in effective teaching (Feiman-Nemser 1990, 221). As Levine noted (2006, 35), “the future teacher would graduate knowing what to teach and how to teach it”. Furthermore, Clift argues (2009, 75), “knowing content is important, knowing the subject area is even more important and being able to gauge student understanding is more important still”.

### **Topics Covered in Subject Courses**

There is extensive literature on the subject matter that should be included in the coursework of educator preparation programs (Potemski et al. 2010, 3; Goe and Stickler 2008, 8; Padhan and Singh 2010, 58; Dorfman et al. 2006, 235; Clement 2000, 69 ;...). This list is consistent with the subject matter stressed in the literature. The seventeen that are mandated by the Texas Education Agency are:

1. Reading instruction
2. Code of Ethics
3. Child Development
4. Motivation
5. Learning Theories
6. Texas Essential Knowledge and Skills (TEKS): Organization, Structure and Skills
7. Texas Essential Knowledge and Skills (TEKS) in the content areas
8. State Assessment of Students
9. Curriculum Development and Lesson Planning
10. Classroom Assessment for Instruction / Diagnosing Learning Needs
11. Classroom Management / Developing a Positive Learning Environment
12. Special Populations
13. Parent Conferences / Communication Skills
14. Instructional Technology
15. Pedagogy / Instructional Strategies
16. Differentiated Instruction
17. Certification Test Preparation (Texas Secretary of State n.d.)

## **Assessments of Subject Area Courses and Topics**

Educator Preparation Programs providing assessments of prospective teachers helps to ensure proper delivery of the curriculum and to determine mastery of subject area courses and essential topics (Boyd et al. 2004, 153; Katz and Rath 1985, 13; Cruickshank et al. 1996, 34). The competence of prospective teachers in these curricular areas can only be measured by testing their knowledge (Flippo 1986, 3; Levine 2006, 83).

## **PROGRAM DELIVERY AND ONGOING SUPPORT**

Program delivery and ongoing support is the fourth component of Texas EPP standards. Program delivery refers to the training that prospective teachers receive, including the sequence and length of each training component. Ongoing support refers to the mentoring and supervision provided to prospective teachers.

### **Adequate Training for Candidates**

Adequate training for prospective teachers involves sufficient length of training to cover all essential elements that is required for beginning teachers. The key elements for adequate training for Texas EPPs are:

1. Minimum Clock Hours of Training
2. Minimum Clock Hours of Field-Based Experience Prior to Teaching Practicum
3. Minimum Clock Hours of Training Prior to Teaching Practicum
4. Minimum Clock Hours of Certification Test Preparation
5. Relevant Field-Based Experience for Prospective Teachers
6. Field-Based Experience with Diverse Student Populations
7. Field-Based Experience with a Variety of Educational Settings

## 8. Teaching Practicum

### *Minimum Clock Hours of Training*

Educator preparation programs are responsible for ensuring that prospective teachers receive thorough and comprehensive training. As Washburn-Moses and Rosenberg found (2008, 265), “the most effective teacher education programs have well-integrated fieldwork and coursework”. Comprehensive training that includes both fieldwork and the mastery of the curriculum through coursework requires a systematic and methodical approach to preparation. Rust (2010, 12) opines that the training of prospective teachers is more effective “if the triangle relationship between experience, theory and practical wisdom is taken seriously”. Unfortunately, most programs are not educating prospective teachers holistically. Levine found (2006, 33) that, “teacher education programs are not adequately preparing their students in competencies that principals say they need and that schools of education regard as their responsibility”. States can help to raise quality in EPPs by requiring a minimum of clock hours of training.

### *Minimum Clock Hours of Field-Based Experience Prior to Teaching Practicum*

Field-based experiences expose prospective teachers to interactive and reflective observation of students, teachers, and faculty/staff members engaged in educational activities in a school setting (Texas Secretary of State n.d.). This exposure provides an initial opportunity that allows prospective teachers to experience an actual classroom setting.

A teaching practicum, on the other hand, is where prospective teachers work in a classroom for an extended period of time and are expected to assume most, if not all,

responsibility for teaching (Cruickshank et al. 1996, 28). Therefore, sufficient field-based experiences that are applicable to teaching should be provided to the prospective teacher prior to the teaching practicum. As Consant (1963, 161) noted, “It seems clear that the future teacher has much to learn that can be learned only in the classroom... I would argue that all education courses for teachers... be accompanied by laboratory experiences providing for the observation and teaching of children”. It is crucial that prospective teachers are provided enough practical training before assuming the responsibility of teaching so their teaching will not be hampered (Nolan 1983, 49; Levine 2007; 47).

Scholars recommend that field-based experiences should also begin early in the program. The field experience component of the training should begin early, providing immediate application of theory to real classroom situations (Levine 2006, 81). Katz and Rath (1985, 13) noted, “great confidence has been expressed in recent years in the benefits of providing candidates with field experience earlier rather than later in their professional course sequence”. Levine (2006, 419) supports this position in his finding by arguing that many teachers criticize their former programs for not offering field experiences earlier in the program.

#### *Minimum Clock Hours of Training Prior to Teaching Practicum*

According to Zeichner (1996, 217), a prospective teacher entering his or her practicum needs to be instructed in “school-based curriculum development, staff development, school governance, and collaborative relations with colleagues and parents”. The teaching practicum should occur only after the prospective teacher has received an adequate amount of training



and coursework to adequately address these vital areas (Cruickshank, et al. 1996, 31). Training prior to the teaching practicum is crucial because inadequate preparation is a major contributing factor in classroom problems that prospective teachers face during this phase of the program. Oliver and Reschly (2007, 2) found that many teachers report inadequate training as a primary cause of unpreparedness and unproductive classroom environments. Proper instruction prior to the practicum will prevent prospective teachers from entering this phase with unrealistic assumptions about teaching (Zeichner 1996, 216).

#### *Minimum Clock Hours of Certification Test Preparation*

Prospective teachers are required to pass standardized certification test(s) to receive their license. Test preparation enhances test performance. The literature does not specifically address the type of test preparation that EPPs programs should provide. However, EPPs can provide test preparation for prospective teachers using similar recommendations among college professors in assisting students with proper preparation. Bartle and Brown (2006, 70-71) argue that students should receive assistance with organization, the preparation process, time allocations, division of labor, and application of basic study skills.

#### *Relevant Field-Based Experience for Prospective Teachers*

Relevant field-based experience requires prospective teachers to connect theory and practice in the classroom setting (Rust 2010, 5; Levine 2006; 81). To effectively equip prospective teachers with the skills they need in the classroom, field-based experience should include “observation, interpretation, and analysis” (Feiman-Nemser 2001, 1019). Lindsey (1971, 84) describes relevant field-based experience as “a place of systematic study of teaching – a

place where a student may discover what teaching is and how the many and diverse variables in a complex teaching-learning environment interact with one another. It is a place where the prospective teacher may test his knowledge of teaching and verify or modify his understanding of that knowledge” (84).

Prospective teachers benefit greatly from introductory exposure through field-based experiences. Relevant field experiences gives the prospective teachers an opportunity to learn valuable lessons about being a teacher, about pupils, classrooms, and the activities of teaching (Zeichner 1996, 215). Prospective teachers are afforded the opportunity to confront a controlled reality, experiencing “a planned series of teaching acts in a minimally threatening environment, with immediate feedback and experienced supervision” (Cruickshank et al. 1996, 32). Field experience should positively shape the thoughts and behaviors of prospective teachers to be effective in their roles (Dorfman, Galluzzo and Meisels 2006, 236).

#### *Field-Based Experience with Diverse Student Populations*

Prospective teachers often “encounter racial and cultural diversity... [through} teaching students who are unlike themselves when they enter” education preparation programs (Clift 2009, 74). Most prospective teachers look for real world examples in their training that will effectively prepare them as educators (Levine 2006, 42). Educator preparation programs should ensure that the field-based experiences prospective teachers receive actually reflect school settings among diverse student populations (NCATE 1995, 7; Rust 2010 8, 11; Levine, 2006, 108).

### *Field-Based Experience with a Variety of Educational Settings*

Properly training prospective teachers requires preparing them for actual school situations within the educational setting. Field-based experiences should afford prospective teachers with practice in establishing and implementing multiple classroom “worlds” in a variety of educational settings (Cohen et al. 2010, 2; Oliver and Reschly 2007; 6). It is important that EPPs provide prospective teachers with diverse classroom settings in order to add to their base of knowledge and experience (Clift 2009, 74; Levine 2006, 108).

### *Teaching Practicum*

A teaching practicum (student teaching, clinical teaching, or internship) provides the prospective teacher with full responsibility for teaching duties while under the direction of an experienced teacher (Levine 2006, 89). Student teaching and clinical teaching practicum assignments are full time, all day, non-paid positions in the mentor’s classroom. An internship practicum assignment is a supervised full time, all day, paid teaching position as the teacher of record.

The teaching practicum gives the prospective teacher an opportunity to analyze, plan, evaluate, and experiment with the process of education (Edelfelt 1960, 67). Educator preparation programs should provide a teaching practicum to the prospective teacher in order to “import knowledge and experience that will make the candidate more effective in the classroom” (Leal 2004, 109). A good teaching practicum is linked to academic coursework, giving the prospective teacher “the ability to act in ways consistent with the ideology of the courses,” as well as the opportunity to demonstrate coursework mastery (Zeichner 1996, 221).

The practicum has been a teacher preparation tool since at least the early 19<sup>th</sup> century because it helps prepare prospective teachers for the full scope of teacher responsibilities (Consant 1963, 161; Zeichner 1996, 217). Edelfelt (1960, 66) argues that the practicum is a vital part of the preparation of teachers, and “is accepted on its own merits as a worthwhile educational experience for the prospective teacher”. Edmundson (1990, 720) and Levine (2006, 39, 89) found that prospective teachers rank the teaching practicum as the most valuable aspect of the educator preparation program.

One of the criticisms of EPPs is that the teaching practicum component is often too brief to be beneficial to prospective teachers (Rust 2010, 7). Although the literature does not specify a minimum length, it is suggested that EPPs require minimum time frames for the implementation of practicum components (Levine 2006, 64; NCATE 1995, 7; Dorfman, Galluzzo and Meisels 2006, 234).

### **Candidate Support for Teaching Students**

#### *Mentor for Candidates during Practicum*

During the teaching practicum mentors (collaborating teachers) provide general support and encouragement, help with curriculum and teaching, explain logistics and paperwork, and provide help to the prospective teacher in the evaluation of their students’ work (Clement 2000, 124). Mentoring goals include providing mentees with instructional competence and self-confidence; being a resource in the area of discipline, classroom management, curriculum, and lesson planning; and being a resource in school policy, procedures, and routines (Heller and Sindelar 1991, 11).

Having a mentor during the practicum is crucial because prospective teachers' effectiveness is positively related to having an experienced mentor/collaborating teacher (Oliver and Reschly 2007, 2; Ingersoll and Kralik 2004, 65). EPPs need to recognize the benefits of prospective teachers having mentors that can help answer questions and provide a "sounding board to help them reflect upon what's going on in the classroom" (Clement 2000, 74). Many states require mentors for prospective teachers during the practicum (115).

### *Training for Mentors*

Practicum experiences are more successful when the mentor is provided with substantial mentor training (Washburn-Moses and Rosenberg 2008, 265). Washburn-Moses and Rosenberg (2008, 265) note, "the training of mentors is particularly important, because mentoring requires competence in making observations, giving constructive feedback, and most important, facilitating reflective teaching". The mentor should be formally trained to use the best mentoring practices as a teacher educator. Mentors should receive training themselves in how to train prospective teachers. This training should take into account how adults learn and the developmental stages of teaching. Clement (2000, 120) notes, "a good mentor is indeed a good teacher, but one who also knows about the many ways of teaching and about adult development and education".

Clift's (2009, 75) position is that the educator preparation program should train mentors, instead of the participating school districts, to ensure consistency between expectations of instructional delivery methods to actual delivery methods. Mentors who have not been trained by EPPs will not be aware of program expectations or any previous training that the prospective teachers have received. The practicum is an element of the training

component within a teacher education program; therefore, the mentor's training needs to be aligned with the program's expectations (Goldhaber 2004, 100).

### **Field Supervision during Practicum**

Prospective teachers need to be observed and evaluated by field supervisor to ensure that projects such as behavior management plans and organizational strategies are implemented correctly (Goe and Sticker 2008, 9; Wasburn-Moses and Rosenberg 2008, 262). Formal observations offer meaningful information to EPPs about the prospective teacher's abilities in the classroom (Levine 2006, 40).

During the practicum campus mentors provide daily support and direction to the prospective teacher; however, field supervision provided by the program is also essential in teacher preparation. Wasburn-Moses and Rosenberg (2008, 262) noted, "in most successful programs, teachers are typically involved in a working practicum in which they are supervised jointly by school and institutional personnel engaging in a set of prescribed activities and experiences in their own classroom". Practicum supervisors need to integrate knowledge derived from studies of teaching that EPP teacher educators will possess (Cruickshank et al. 1996, 33). Edelfelt (1960, 67) along with Washburn-Moses and Rosenberg (2008, 262) agree that that competent field supervision by professionals could have a positive impact on improving prospective teachers' instructional abilities.

Field supervisors need to be trained in "clinical supervision methods that will make supervision a tool to enhance and improve teaching behaviors" (Clement 2000, 73). Educator preparation programs need to recognize that it is their responsibility to provide the proper

training for field supervisors, ensuring that the goals of the EPP in preparing prospective teachers are being executed in the field (Wasburn-Moses and Rosenberg 2008, 262).

Effective formal observation includes meaningful feedback from the field supervisor to the prospective teacher (Cruickshank et al. 1996, 30; Rust 2010, 8). Feedback provides the prospective teacher with “deep thinking about teaching and learning” (Zeichner 1996, 223). Meaningful feedback provided to prospective teachers is included in informal observations, as well as formal observations (Levine 2006, 40). Field supervisors are encouraged to keep in contact with the candidates because informal observations and coaching provided to the prospective teachers enable them to learn and seek advice about students and subject matter, enhancing their effectiveness during the practicum (Edelfelt 1960, 69).

## **ASSESSMENT AND EVALUATION OF CANDIDATES FOR CERTIFICATION AND PROGRAM IMPROVEMENT**

Assessment and evaluation of candidates for certification and program improvement is the fifth component of Texas EPP standards. The establishment of benchmarks and structured assessments can demonstrate progress of prospective teachers throughout the EPP. These instruments can also be used to determine readiness for certification exam. Internal EPP assessments to evaluate program effectiveness are useful for continual program improvement.

### **Candidate Readiness for Certification**

Katz and Rath (1985, 13) argue that Educator Preparation Programs should include benchmarks and assessments to monitor the progress of prospective teachers. Content

knowledge and pedagogy skills should be assessed to ensure prospective teachers are mastering the coursework and training (Flippo 1986, 3; Levine 2006, 83).

Benchmarks and assessments serve to enhance the learning experience and outcomes for prospective teachers. They are a “means to provide feedback to students regarding their learning... [and] a means of motivating the students to learn course material” (Rieg and Wilson 2009, 282). In addition to benefiting the prospective teachers, Rieg and Wilson (2009, 281) argue that benchmarks and assessments also serve to inform the instructor, the program director, and the advisory committee of the effectiveness of instruction.

It is also important to provide benchmarks and assessments for prospective teachers to test their ability and knowledge in preparation for their certification exams (Flippo 1986, 2-3). Practice tests (benchmarks) and assessments help to measure prospective teacher’s level of competence in determining readiness for certification exam (Levine 2006, 83).

Benchmarks and assessments “can also be considered a critical component of learning for the students, as it helps them focus their attention and allocate their time” (Rieg and Wilson 2009, 281). Faculty can provide specific feedback to prospective teachers on what areas need attention and direct them to what is important (Boud and Falchikov 2007, 3). Furthermore, practice tests and assessments also serve to inform faculty of the effectiveness of the program instruction and training (Rieg and Wilson 2009, 281).

### **Program and Curriculum Evaluations**

Finally, educator preparation programs should engage in self-assessments to promote and ensure continual program improvement (Levine 2006, 20, 100). Internal program and



curriculum evaluations will inform the chief operating officer, instructors, and the advisory board of the effectiveness of the program, including what areas need improvement (Rieg and Wilson 2009, 281).

## **CONCEPTUAL FRAMEWORK**

The above discussion of the Texas Educator Preparation Program standards links each standard (governance, admission, curriculum, training and assessment and program evaluation) and their component to the larger literature. Clearly the Texas standards are consistent with the literature on this subject. These standards can be considered what Shields (1998, 215) refers to as a practical ideal type conceptual framework. The framework is summarized and linked to the literature in Table 3.1. For comprehensive details of the SBEC minimum standards that are specific to program providers, see Appendix A.

As Shields (1998, 215) noted, “practical ideal types provide benchmarks with which to understand (and improve) reality”. The conceptual framework helps to organize inquiry, and “the problem at hand and is not expected to be perfect” (Shields and Tajalli, 2006, 13). A practical ideal type is more beneficial than a “best practice” approach “because it is a kind of literature informed synthesis of Best Practices” (Shields PAR, 81). The framework for this research was created using the five components applicable to preparing educators for effective instruction.

This chapter concludes the literature informed analogies of the Texas Educator Preparation Program standards. Next, the methods used to obtain the expert opinions on the efficacy of the Texas model are discussed.

Table 3.1: Conceptual Framework for Texas Educator Preparation Program Standards

Components of Texas EPP Standards	Source
<p>Governance of Educator Preparation Programs</p> <ul style="list-style-type: none"> <li>❖ There should be quality assurance through support and participation. <ul style="list-style-type: none"> <li>➤ There should be a Chief Operating Officer responsible for the operations of the program.</li> <li>➤ There should be an advisory committee supportive of the program. <ul style="list-style-type: none"> <li>▪ There should be broad membership made up of stakeholders.</li> <li>▪ Roles and responsibilities should be clearly specified.</li> <li>▪ The members should participate in all program decisions.</li> <li>▪ The members should meet on a regular basis.</li> <li>▪ The members should determine relevant field-based experiences (<i>introductory exposure</i>).</li> </ul> </li> </ul> </li> </ul>	<p>Padhan and Singh, 2010; Cruickshank, et al. 1996; Levine, 2006; Wasburn-Moses and Rosenberg, 2008; Oliver and Reschly, 2007; Gideonse, 1987; NCATE, 1995; Rust, 2010; Davis and Davis, 2009; Moffitt, 2002</p>
<p>Admission Criteria</p> <ul style="list-style-type: none"> <li>❖ Programs should demonstrate that candidates meet the admission criteria. <ul style="list-style-type: none"> <li>➤ Candidates should have a minimum grade point average.</li> <li>➤ Candidates should have a minimum semester credit hours in the subject-specific content area for which certification is sought.</li> <li>➤ Candidates should have basic skills in reading, written communication and mathematics.</li> <li>➤ Candidates should have demonstrated adequate oral communication skills.</li> <li>➤ Candidates should undergo a screening process.</li> </ul> </li> </ul>	<p>Flippo, 1986; Gideonse, 1987; Greenberg, 2009; Leal, 2004; Pelech, et al. 1999; Sykes and Burian-Fitzgerald, 2004; Sawchuk, 2009; Rust, 2010; Levine, 2006; Levine, 2007; Boyd, et al. 2004; Ramirez, 2004; Texas Summary, 2007; Edelfelt, 1960; 2010 States, 2010; Cohen, Porath and Bai, 2010; Edelfelt, 1960; Hess, Rotherham and Walsh, 2004; Cruickshank, et al 1996</p>

Table 3.1: *Continued*

Components of Texas EPP Standards	Source
<p>Educator Preparation Curriculum</p> <ul style="list-style-type: none"> <li>❖ Subject area courses should be aligned to state educator standards.</li> <li>❖ There should be required topics covered in courses.</li> <li>❖ There should be assessments for subject area courses indicating measurement of educator standards and assessment for required topics in courses indicating measurement of readiness for certification.</li> </ul>	<p>Silberman, 1970; Futrell, 2010; Leal, 2004; Levine, 2006; Levine, 2007; Wasburn-Moses and Rosenberg, 2008; Whitehead, 1949; Broudly, 1963; Clift, 2009; Cohen, Porath and Bai, 2010; Cruickshank, et al. 1996; Feiman-Nemser, 1990; Gideonse, 1987; Howsam, 1976; Boyd, et al. 2004; Flippo, 1986; Katz and Rath, 1985; Rieg and Wilson, 2009; Dorfman, Galluzzo, and Meisels, 2006; Meisels, 1994; Goe and Stickler, 2008; Potemski, Baral and Meyer, 2010; Rust, 2010; Padhan, 2010; Sawchuk, 2009; Oliver, 2007; Greenberg, 2009; 2010 State Reading, 2010; Boyd, 2004; Edelfelt, 1960; Edmundson, 1990; Goodlad, 1983; Clement, 2000; NASDTEC, 1989; NEA, 1982</p>
<p>Program Delivery and Ongoing Support</p> <ul style="list-style-type: none"> <li>❖ Participating students should receive adequate training. <ul style="list-style-type: none"> <li>➤ Participating students should receive a minimum number of hours of total preparation (<i>coursework and training</i>).</li> <li>➤ Participating students should receive a minimum number of hours of field-based experience (<i>introductory exposure</i>) prior to teaching practicum.</li> <li>➤ Participating students should receive a minimum number of hours of coursework prior to teaching practicum.</li> <li>➤ Participating students should receive a minimum number of hours of certification test preparation.</li> <li>➤ Participating should receive relevant field-based experiences (<i>introductory exposure</i>). <ul style="list-style-type: none"> <li>▪ There should be field-based experiences (<i>introductory exposure</i>) with diverse student populations.</li> </ul> </li> </ul> </li> </ul>	<p>Levine, 2006; Rust, 2010, Wasburn-Moses and Rosenberg, 2008; Consant, 1963; Cruickshank, et al. 1996; Katz and Rath, 1985; Levine, 2007; Nolan, 1983; Oliver and Reschly, 2007; Zeichner, 1996; Boyd, 2004; Dorfman, Galluzzo and Meisels, 2006; Gideonse, 1987; Lindsey, 1971; NCATE, 1995; Clift, 2009; Cohen, Porath and Kai, 2010; Edelfelt, 1960; Edmundson, 1990; Leal, 2004; Clement, 2000; Clift, 2009; Futrell, 2010; Goldhaber, 1987; Heller and Sindelar, 1991; Ingersoll and Kralik, 2004; Goe and Stickler, 2008; Rust, 2010; Bartle and Brown, 2006; Feiman-Nemser, 2001; Lindsey, 1971</p>

Table 3.1: *Continued*

Components of Texas EPP Standards	Source
<ul style="list-style-type: none"> <li>▪ There should be field-based experiences (<i>introductory exposure</i>) with a variety of educational settings.</li> <li>❖ Participating students should participate in a relevant teaching practicum.</li> <li>❖ Participating students should receive a campus mentor during their practicum. <ul style="list-style-type: none"> <li>➤ The program should provide the mentor training.</li> </ul> </li> <li>❖ Participating students should be supervised during their practicum. <ul style="list-style-type: none"> <li>➤ The program should provide the supervision.</li> <li>➤ The program should provide supervisor training.</li> <li>➤ There should be regular formal observations by the supervisor.</li> <li>➤ Participating students should receive timely feedback on their teaching by supervisors.</li> <li>➤ There should be informal observations and coaching by the supervisors.</li> </ul> </li> </ul>	
<p>Assessment and Evaluation of Candidates for Certification</p> <ul style="list-style-type: none"> <li>❖ Progress and readiness of the participating students should be regularly assessed and monitored. <ul style="list-style-type: none"> <li>➤ Programs should establish benchmarks and assessment criteria for participating students.</li> <li>➤ Throughout program, progress should be assessed for the purpose of moving toward certification.</li> <li>➤ Programs should assess student readiness for certification.</li> </ul> </li> <li>❖ There should be regular evaluations of the program to ensure effectiveness.</li> </ul>	<p>Flippo, 1986; Katz and Rath, 1985; Levine, 2006; Rieg and Wilson, 2009; Boud and Falchikov, 2007</p>

## **Chapter IV. METHODOLOGY**

This chapter explains the research methodology used to obtain the opinions of EPP administrators on the efficacy of the Texas standards. The data was organized to facilitate recommendations to improve the existing model. Survey research was the method used to collect data to analyze the major components of Texas' mandated minimum standards for Educator Preparation Programs (EPPs) as discussed in the literature review. According to Babbie (2004, 244), survey research is ideal for collecting original data and for measuring attitudes. This survey was distributed to administrators (directors, deans, owners) of EPPs to solicit their expert opinions on the topic of mandated minimum standards. Before discussing the details of the survey and its results, it is important to connect the survey questions to the conceptual framework and operationalize the main components of the existing practical ideal type model.

### **Operationalization of Texas EPP Standards**

Table 4.1 operationalizes the categories of the existing model created by Texas Education Agency (TEA) and supported through the literature review. The categories reflect the major components of minimum standards mandated by the State of Texas.<sup>5</sup> The table links the corresponding question numbers on the survey to the categories of the model. The actual questions of the survey can be found in Appendix B. The operationalization table (Table 4.1) connects the survey to the conceptual framework.

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<sup>5</sup> See Appendix A for the Texas Administrative Code exhaustive mandated minimum standards.

Table 4.1: Table of Operationalization

Components of Texas EPP Standards	Question Numbers	Measurement
<p>Governance of Educator Preparation Programs</p> <ul style="list-style-type: none"> <li>❖ There should be quality assurance through support and participation. <ul style="list-style-type: none"> <li>➤ There should be a Chief Operating Officer responsible for the operations of the program.</li> <li>➤ There should be an advisory committee supportive of the program. <ul style="list-style-type: none"> <li>▪ There should be broad membership made up of stakeholders.</li> <li>▪ Roles and responsibilities should be clearly specified.</li> <li>▪ The members should participate in all program decisions.</li> <li>▪ The members should meet on a regular basis.</li> <li>▪ The members should determine relevant field-based experiences (<i>introductory exposure</i>).</li> </ul> </li> </ul> </li> </ul>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p>	<p>Likert 1-5</p> <p>Yes / No</p> <p>Likert 1-5</p> <p>Likert 1-5</p> <p>Likert 1-5</p> <p>Open-Ended Question</p> <p>Likert 1-5</p>
<p>Admission Criteria</p> <ul style="list-style-type: none"> <li>❖ Programs should demonstrate that candidates meet the admission criteria. <ul style="list-style-type: none"> <li>➤ Programs should require admission criteria for accepting students.</li> <li>➤ Candidates should have a minimum grade point average.</li> <li>➤ Candidates should have a minimum semester credit hours in the subject-specific content area for which certification is sought.</li> <li>➤ Candidates should have basic skills in reading, written communication and mathematics.</li> <li>➤ Candidates should have demonstrated adequate oral communication skills.</li> <li>➤ Candidates should undergo a screening process.</li> </ul> </li> </ul>	<p>9</p> <p>10</p> <p>11, 12</p> <p>13</p> <p>14</p> <p>15, 16</p>	<p>Likert 1-5</p> <p>Open-Ended Question</p> <p>Open-Ended Question / Likert 1-5</p> <p>Likert 1-5</p> <p>Likert 1-5</p> <p>Likert 1-5 / Open-Ended Question</p>

Table 4.1: *Continued*

Components of Texas EPP Standards	Question Numbers	Measurement
Educator Preparation Curriculum		
❖ Subject area courses should be aligned to state educator standards.	18	Likert 1-5
❖ There should be required topics covered in courses.	19	Likert 1-5
❖ There should be assessments for subject area courses indicating measurement of educator standards and assessment for required topics in courses indicating measurement of readiness for certification.	20	Open-Ended Question
	21	Likert 1-5
Program Delivery and Ongoing Support		
❖ Participating students should receive adequate training.		
➤ Participating students should receive a minimum number of hours of total preparation ( <i>coursework and training</i> ).	23	Open-Ended Question
➤ Participating students should receive a minimum number of hours of field-based experience ( <i>introductory exposure</i> ) prior to teaching practicum.	24	Open-Ended Question
➤ Participating students should receive a minimum number of hours of coursework prior to teaching practicum.	25	Open-Ended Question
➤ Participating students should receive a minimum number of hours of certification test preparation.	26	Open-Ended Question
➤ Participating should receive relevant field-based experiences ( <i>introductory exposure</i> ).		
▪ There should be field-based experiences ( <i>introductory exposure</i> ) with diverse student populations.	27	Likert 1-5
▪ There should be field-based experiences ( <i>introductory exposure</i> ) with a variety of educational settings.	28	Likert 1-5
❖ Participating students should participate in a relevant teaching practicum.	29, 30	Likert 1-5 / Open-Ended Question
❖ Participating students should receive a campus mentor during their practicum.	31	Likert 1-5
➤ The program should provide the mentor training.	32	Likert 1-5

Table 4.1: *Continued*

Components of Texas EPP Standards	Question Numbers	Measurement
<ul style="list-style-type: none"> <li>❖ Participating students should be supervised during their practicum. <ul style="list-style-type: none"> <li>➤ The program should provide the supervision.</li> <li>➤ The program should provide supervisor training.</li> <li>➤ There should be regular formal observations by the supervisor.</li> <li>➤ Participating students should receive timely feedback on their teaching by supervisors.</li> <li>➤ There should be informal observations and coaching by the supervisors.</li> </ul> </li> </ul>	<p>33</p> <p>34</p> <p>35</p> <p>36</p> <p>37</p>	<p>Likert 1-5</p> <p>Likert 1-5</p> <p>Likert 1-5</p> <p>Likert 1-5</p> <p>Likert 1-5</p>
<p>Assessment and Evaluation of Candidates for Certification</p> <ul style="list-style-type: none"> <li>❖ Progress and readiness of the participating students should be regularly assessed and monitored. <ul style="list-style-type: none"> <li>➤ Programs should establish benchmarks and assessment criteria for participating students.</li> <li>➤ Throughout program, progress should be assessed for the purpose of moving toward certification.</li> <li>➤ Programs should assess student readiness for certification.</li> </ul> </li> <li>❖ There should be regular evaluations of the program to ensure effectiveness.</li> </ul>	<p>39</p> <p>40</p> <p>41</p> <p>42</p>	<p>Likert 1-5</p> <p>Likert 1-5</p> <p>Likert 1-5</p> <p>Likert 1-5</p>

As presented in the above table, most questions on the survey were on a 5 point Likert scale, where 1 represents strongly agree and 5 represents strongly disagree. The questionnaire also had several open-ended and one Yes/No question. The purpose of this survey was to learn about the opinions of experts in the field and to make recommendations for improvement to



the existing model. The components of Educator Preparation Programs are listed in the left column of Table 4.1.

### **Educator Preparation Program Survey**

The survey in this research asks experts' opinions on the major components of minimum standards for Educator Preparation Programs (EPPs) that are mandated by the State of Texas. There were a total of fifty questions on the survey. The survey provided open-ended questions at the end of each major category for respondents to make suggestions for improvements on each section. Basic demographic questions were also asked to distinguish attitudes with program type, population of program, program finishers and location. The survey concludes with an open-ended question that allowed respondent to add general comments or suggestions to improve Educator Preparation Programs.<sup>6</sup>

### **Limitations of the Research**

One research limitation was the amount of data obtained by the survey. Several respondents of the survey represented multiple Educator Preparation Programs (EPPs), therefore, it is unclear the number of EPPs represented in the data. Also, not all respondents indicated what program type they represented, and not all surveys were complete.

Another research limitation is that input on the efficacy of Texas EPP standards is only obtained by program administrators. Babbie (2007, 148, 149) opines that good research requires validity (accurate reflection) and reliability (repeatability). This research, however, is only limited to EPP administrators, and not to other EPP stakeholders; prospective teachers,

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<sup>6</sup> See Appendix B for a copy of the survey.

school districts, public school administrators, faculty members, and parents. To determine the real efficacy of Texas EPP standards, all stakeholders' opinions would need to be obtained.

Another limitation of this research was the possible bias of the research population. Texas' mandated minimum standards are fairly new to Educator Preparation Programs. Until 2008, Texas only held EPPs accountable by the number of annual program finishers. Having to adhere to mandated minimum standards could bias the respondents, who are the administrators of those EPPs. Also, as mentioned above, the perspective of all Texas EPP stakeholders are not included in this research, only program administrators who work in the system.

Additionally, some of the open-ended questions made it difficult to group responses into clear categories. Multiple choice questions would have provided a better idea of expert's recommendations.

## **Sampling**

This research is focused on Texas Educator Preparation Programs (EPPs). The entire population of 153 EPP directors was surveyed, representing all 168 Texas EPPs. 15% of directors represent multiple programs. On August 31, 2011, the author submitted a Public Information Request (PIR) to the Texas Education Agency (TEA) to obtain the EPP director's email addresses.<sup>7</sup> The author also purchased an account with SurveyMonkey to distribute the survey. The author opened the account and created the survey instrument. The author then passed the account information (username and password) to Dr. Hassan Tajalli, where he changed the

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<sup>7</sup> See Appendix C for a copy of the PIR email.

account information to ensure the author of this ARP (the student) does not have access to the returned surveys. This process protected the anonymity of the respondents. After changing the username and the password, Dr. Tajalli sent the survey link to all EPP directors on the email list. Ten days after the initial email, Dr. Tajalli sent a reminder to all individuals on the email list. On October 12, 2011 Dr. Tajalli retrieved the results and closed the account. The results of the returns were shared with the author. It is worth mentioning that SurveyMonkey does not collect any information about the respondents (emails, names, etc...) when link to the survey is mailed out through emails other than SurveyMonkey. In other words, not only anonymity was ensured by Dr. Tajalli controlling the account but also by the fact that SurveyMonkey did not collect identifying information from the respondents.

## **Human Subjects**

Since the units of analysis for this study are directors of EPPs, the impact on the human subjects involved must be considered. There are no reasonably foreseeable risks to the subjects, as the subjects have voluntarily participated in the anonymous survey. Responses were not connected in any way to the actual programs. The student completed the Collaborative Institutional Training Initiative (CITI) on Human Research Curriculum. The student passed the Basic Course on August 31, 2011. On September 2, 2011 the student applied for project exemption through the Texas State Institutional Review Board (IRB) for this study. IRB Exemption Request EXP2011O3860 was granted on September 6, 2011.<sup>8</sup>

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<sup>8</sup> See Appendix D for email with IRB exemption confirmation.

## Chapter V. RESULTS

This chapter analyzes and discusses the results of the survey responses by administrators of Educator Preparation Programs (EPPs). The results are presented in the same order as the categories appeared in the survey and the Operationalization Table (Table 4.1). Sixty-eight EPP directors responded to the survey, but not to each question. One open-ended question was asked at the conclusion of each section. These questions addressed suggestions for improvement in each category. There was also a concluding question seeking any other suggestions for improving the effectiveness of EPPs.

### Demographics of Respondents

Respondents were asked five demographic questions: program type, the number of candidates admitted into the program during the last academic year, the current total enrollment in the program, the number of program finishers, and the closest Education Service Center to the program. Table 5.1 illustrates the program. Not all respondents chose to identify the type of program they represented. The choices were either University (University Initial, University Post-Baccalaureate, and University Alternative Certification) or Non-University Based Alternative Certification Program.

Table 5.1: Respondents Program Type

Total	Total Program Type Identified	University	Non-University
68	57*	33**	24**

\*Therefore 11 people did not choose to identify which program type they represented.

\*\*Respondents were inconsistent with answering each question; therefore, sample size for each question varies.

Program types are separated by University and Non-University for each question to determine any differences of opinions based on program type. These are presented in the tables along with percentages and the actual overall number (n) of respondents for each question. Some respondents chose not to identify the program type; therefore, the overall total includes respondents that did not indicate affiliation (university or non-university).

Table 5.2 illustrates the number of candidates admitted into the EPPs of respondents during the last academic year, the current total enrollment of the program, and the number of program finishers. As Table 5.2 shows, most respondents represented either the smallest or the largest programs.

Table 5.2: Size of Programs

	N	Less than 50	51-100	101-199	200 and Over	Total
#46. Number of candidates admitted to program during last academic year.	51	36%	28%	10%	26%	100%
#47. Current total enrollment in program?	53	26%	8%	8%	58%	100%
#48. Number of candidates completing program during last academic year?	51	43%	16%	16%	25%	100%

Texas is divided into twenty Regional Education Service Centers (ESCs) in the state. Respondents were asked to identify what Regional Education Service Center was closest to the program. Table 5.3 illustrates the Regional ECSs represented in the survey responses.

Table 5.3: Regional Education Service Centers Represented in Survey Responses

Regional Education Service Center	Percentage of Survey Representation
#10 – Richardson	17%
#4 – Houston	15%
#6 – Huntsville, #11 – Fort Worth, #12 – Waco #13 – Austin (8% each)	31%
#2 – Corpus Christi, #7 – Kilgore, #19 – El Paso #20 – San Antonio (6% each)	23%
#1 – Edinburg, #14 – Abilene (4% each)	8%
#3 – Victoria, #17 – Lubbock, #18 – Midland (2% each)	6%
Total N = 52	100%

## Governance of Educator Preparation Programs

### Chief Operating Officer

The governance of EPPs consists of the roles and responsibilities of the Chief Operating Officer (COO) and the program’s advisory committee. Table 5.4 illustrates the percentage of respondents agreeing or strongly agreeing with governance criteria for COOs.<sup>9</sup> Notably, the results indicated that less than 40% of the overall and university respondents felt that the COO should be totally responsible for the operations of the EPP. More than half of non-university respondents alone felt that the COO should be totally responsible.

Table 5.4: Percentage of Respondents Agreeing or Strongly Agreeing with Chief Operating Officer Governance Criteria

	Overall* N=67	University N=33	Non-University N=24
#1. The COO should be totally responsible for operations of EPP.	39%	36%	52%

\*The “overall” total includes respondents that did not indicate affiliation (university or non-university).

<sup>9</sup> See Appendix M for responses to all Liker-Scale survey questions.

## Advisory Committees

Respondents were asked if Educator Preparation Programs should have an advisory committee. Respondents indicated that Educator Preparation Programs should have an advisory Committee; 94% overall and university respondents agreed, and 96% of non-university respondents agreed. Respondents who answered yes to “The Educator Preparation Program should have an advisory committee” were directed to questions #3-#7. As Table 5.5 illustrates, respondents support advisory committees, however, only 28% of all respondents felt that committee members should participate in all program decisions and only 34% of all respondents supported the committee determining relevant field-based experiences for prospective teachers. Only a little more than half of non-university respondents indicated a stronger role in committees involvement in determining relevant field-based experiences.

Table 5.5: Percentage of Respondents Agreeing or Strongly Agreeing with Advisory Committee Governance Criteria

	Overall* N=61	University** N=33	Non-University** N=24
#3. The advisory committee should have broad membership of stakeholders.	94%	94%	91%
#4. Members’ roles and responsibilities should be clearly specified.	98%	100%	100%
#5. Members should participate in all program decisions.	28%	29%	32%
#7. Members should determine relevant field-based experiences.	34%	26%	52%

\*The “overall” total includes respondents that did not indicate affiliation (university or non-university).

\*\*Because respondents varied by questions, the total number in the table is an approximate. See Appendix N for the actual number.

Respondents were also asked about the frequency that advisory committees should meet on an annual basis. Table 5.6 shows that the majority of respondents (63%) recommended that advisory committees should meet twice a year.

Table 5.6 Respondents Recommendations on Frequency of Advisory Committee Meetings

#6. How often should the advisory committee meet? (annually)	Overall* N=60	University N=30	Non-University N=24
Less than 2 times a year	2%	0%	0%
2 times a year	63%	67%	65%
3 times a year	14%	7%	25%
4 or more times a year	21%	27%	10%
Total	100%	100%	100%

\*The “overall” total includes respondents that did not indicate affiliation (university or non-university).

Respondents were asked to provide additional suggestions for governance criteria that should be required of EPPs. Thirty-nine directors responded to this question. Three major themes surfaced from the responses:<sup>10</sup>

1. 12 advocated strict adherence by EPPs to state guidelines. Both university and non-university respondents equally agreed with this criteria.
2. 6 advocated more faculty involvement in decision making for EPPs, state agencies, and public schools. Only university respondents recommended this criterion.
3. 3 said there are too many governance criteria and that EPPs should be left alone. Only non-university respondents recommended this criterion.

## Admission Criteria

Respondents were asked about admission criteria for entrance Educator Preparation Programs (EPPs). Table 5.7 illustrates the percentage of respondents agreeing or strongly agreeing with admission criteria. All respondents felt that there should be admission criteria for accepting students into an EPP. There was strong support at 87% for candidates demonstrating basic skills and undergoing a screening process. However, when asked about

<sup>10</sup> See Appendix E for complete list of responses for additional governance criteria.



candidates being allowed to take subject specific content test in lieu of coursework, only 34% agreed, and the respondents were divided by program type. Only 18% university respondents agreed and yet over half (54%) non-university respondents agreed that candidates should be allowed to take subject specific content test in lieu of coursework.

Table 5.7: Percentage of Respondents Agreeing or Strongly Agreeing with Admission Criteria

	Overall* N=62	University** N=33	Non-University** N=24
#9. There should be admission criteria for accepting students.	100%	100%	100%
#12. Candidates should be allowed to take subject-specific content test in lieu of coursework.	34%	18%	54%
#13. Candidates should have to demonstrate basic skills in reading, written communication and mathematics for program admission.	87%	91%	83%
#14. Candidates should have to demonstrate adequate oral communication skills for program admission.	95%	97%	92%
#15. Candidates should have to undergo a screening process for program admission.	90%	84%	96%

\*The "overall" total includes respondents that did not indicate affiliation (university or non-university).

\*\*Because respondents varied by questions, the total number in the table is an approximate. See Appendix N for the actual number.

### Grade Point Average (GPA)

Concerning the minimum grade point average (GPA) for admission into an EPP, as shown in Table 5.8, the majority of respondents (66%) felt that a 2.5 GPA should be the minimum. None of the respondents felt that anything below 2.5 GPA is acceptable for entrance into an EPP. However, university respondents were more inclined to support a higher GPA for entrance into an EPP.

Table 5.8: Respondents Recommendations on Candidates GPA for Entrance into EPP

#10. What minimum grade point average should candidates have to be accepted into a program?	Overall* N=60	University N=31	Non-University N=22
Less than 2.5 GPA	0%	0%	0%
2.5 GPA	66%	55%	91%
2.6 – 2.9 GPA	21%	26%	5%
3.0 GPA and over	13%	19%	5%
Total	100%	100%	100%

\*The “overall” total includes respondents that did not indicate affiliation (university or non-university).

### Minimum Semester Hours

Respondents also indicated the minimum semester credit hours in subject-specific content area that candidates need to be accepted into a program. As shown in Table 5.9, 53% of overall respondents recommended that candidates should have between 15 and 30 hours of subject-specific content for acceptance into a program. More non-university respondents were more inclined to accept less than 12 hours of subject-specific content coursework, and none recommended above 31 hours. This is not surprising given non-university respondents disproportionately favored, as illustrated in Table 5.7, candidates being allowed to take subject-specific content test in lieu of coursework.

Table 5.9: Respondents Recommendations for Minimum Semester Credit Hours in Subject-Specific Content Area for Entrance into EPP

#11. What should be the minimum semester credit hours in subject-specific content area candidates need to be accepted into a program?	Overall* N=51	University N=28	Non-University N=19
Less than 12 hours	12%	7%	21%
12 – 14 hours	24%	25%	26%
15 – 30 hours	53%	50%	53%
31 hours and over	12%	18%	0%
Total	101%**	100%	100%

\*The “overall” total includes respondents that did not indicate affiliation (university or non-university).

\*\*Percentage does not round to 100% due to rounding.

## Screening Tools

Respondents were asked to list the 3 most effective screening tools for accepting candidates into an EPP. Fifty-three responded to this question. The top three that respondents identified were:

1. Personal Interviews: 34 respondents indicated that personal interviews with candidates are an effective screening tool (18 represented non-university EPPs and 11 represented university EPPs).
2. Writing Sample: 19 respondents indicated that writing samples from candidates are an effective screening tool (4 represented non-university EPPs and 13 represented university EPPs).
3. Disposition / Personality Profiles: 9 respondents indicated that disposition / personality profiles of candidates are an effective screening tool (1 represented non-university EPPs and 7 represented university EPPs).

Respondents also provided additional suggestions for admission criteria as a requirement for entrance into an Educator Preparation Program. Thirty responded to this question. The three most common suggestions were:<sup>11</sup>

<sup>11</sup> See Appendix F for complete list of responses for additional admission criteria.

1. Criminal Background Checks: Six respondents suggested criminal background checks be a requirement for admission into an EPP (5 represented university EPPs and 1 represented non-university EPPs).
2. Personal Interviews: Four respondents indicated that interviews should be a requirement for admission into an EPP (3 represented non-university EPPs and 1 represented university EPPs)
3. Writing Sample: Four respondents indicated that candidate writing samples be a requirement for admission into an EPP: (2 represented non-university EPPs and 2 represented university EPPs).

## Educator Preparation Curriculum

Educator standards are the state’s standards for what students should know and be able to do. The percentage of respondents who agree or strongly agree with curriculum criteria are shown in Table 5.10. Interestingly, the vast majority of respondents (over 90%) felt that the subject area courses taught in the program should be aligned to state educator standards. However, when asked about the assessments that measure alignment, that percentage dropped to below 90% for respondents representing university EPPs.

Table 5.10: Percentage of Respondents Agreeing or Strongly Agreeing with Curriculum Criteria

	Overall* N=58	University** N=31	Non-University** N=22
#18. Subject area courses taught in the program should be aligned to state educator standards.	94%	94%	92%
#19. There should be assessments that measure subject area courses alignment to state educator standards.	89%	88%	92%
#21. There should be assessments for required topics in courses indicating measurement of readiness for certification.	87%	85%	88%

\*The “overall” total includes respondents that did not indicate affiliation (university or non-university).

\*\*Because respondents varied by questions, the total number in the table is an approximate. See Appendix N for the actual number.

## **Curriculum Topics**

Educator Preparation Program curriculum includes subject area courses that address specific topics related to the teaching profession. Respondents had a list of eighteen topics to choose from with the ability to choose as many as they felt were important to be included in the curriculum. Seventeen were provided by the Texas model, and the author added “Cultural Diversity” as a topic choice. Respondents were also given an “other” option to include additional topics that were not listed. Table 5.11 illustrates how respondents felt about topics provided. Over 80% felt that these topics should be covered in the EPP curriculum. However, as Table 5.11 indicates, certification test preparation does not garner the same level of support as the other topics; only 74% of respondents believed this topic should be covered in EPP curriculum.

Concerning the assessment of these topics by EPPs to indicate readiness for certification, as Table 5.10 shows, respondents felt that it was not as important. This reflects respondent’s lack of support for assessment of subject-area course alignment to state educator standards as well.

## **Additional Topics**

Respondents were also given the opportunity to provide additional topics that they felt should be required in EPP coursework.<sup>12</sup> Twenty responded to this question. Both university and non-university respondents indicated leadership skills as an important topic to be required in the curriculum. University respondents also noted the importance of providing training on

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<sup>12</sup> See Appendix G for complete list of responses for topics covered in the curriculum.

teaching English Language Learner (ELL) students. Non-university respondents recommended dyslexia training as a required topic to be included in EPP curriculum.

Table 5.11: Topics That Should be Required in EPP Curriculum

#20. Check all topics that should be required in the coursework.	Overall N=61
Reading Instruction	97%
Code of Ethics	97%
Child Development	93%
Motivation	93%
Learning Theories	93%
State Curriculum Organization, Structure and Skills	89%
Cultural Diversity	95%
State Curriculum in Content Areas	87%
Special Populations	97%
Parent Conferences / Communication Skills	93%
Instructional Technology	95%
Pedagogy / Instructional Strategies	97%
Differentiated Instruction	92%
Certification Test Preparation	74%
State Assessment of Students	80%
Curriculum Development and Lesson Planning	93%
Classroom Assessment for Instruction / Diagnosing Learning Needs	95%
Classroom Management / Developing a Positive Learning Environment	98%

Fourteen respondents also provided additional suggestions regarding curriculum of Educator Preparation Programs.<sup>13</sup> Five respondents addressed the issue of strengthening field-based experiences earlier in the program and connecting it stronger to content area. Three respondents said that EPPs need to focus on having quality content instructors for preparing teachers.

## Program Delivery and Ongoing Support

### Total Preparation Needed

Comprehensive training for prospective teachers includes both fieldwork (field-based experience and teaching practicum) and the mastery of the curriculum through coursework. As Table 5.12 illustrates, respondents were divided by program type on the recommended minimum number of hours of total preparation that prospective teachers should receive. Over 80% of university EPPs felt that less than 200 hours of preparation is sufficient, whereas over 70% of non-university respondents felt that at least 300 hours should be required.

Table 5.12: Respondents Recommendations on Minimum Hours of Total Preparation Needed

#23. Minimum number of hours of total preparation (coursework and training) that participating students should receive?	Overall* N=51	University N=29	Non-University N=21
Less than 100 hours	22%	31%	10%
100-199 hours	33%	52%	10%
200-299 hours	4%	0%	10%
300 hours and over	41%	17%	71%
Total	100%	100%	101%**

\*The "overall" total includes respondents that did not indicate affiliation (university or non-university).

\*\*Percentage does not round to 100% due to rounding.

<sup>13</sup> See Appendix H for a complete list of responses for curriculum criteria.

### Field-Based Experience and Coursework Prior to Practicum

Respondents also indicated the minimum number of hours of field-based experience and coursework that prospective teachers should receive prior to entering the practicum. Field-based experience refers to the introductory exposure prospective teachers receive, whereas the practicum refers to the prospective teacher's supervised teaching assignment. Table 5.13 illustrates that 74% of all respondents supported between 30-60 hours of field-based experience prior to practicum.

Table 5.13: Respondents Recommendations on Field-Based Experience Prior to Practicum

#24 Minimum number of hours of field-based experience prior to the teaching practicum?	Overall* N=54	University N=31	Non-University N=22
Less than 30 hours	6%	10%	0%
30-60 hours	74%	65%	86%
61-120 hours	11%	13%	9%
121 hours and over	9%	13%	5%
Total	100%	100%	100%

\*The "overall" total includes respondents that did not indicate affiliation (university or non-university).

However, concerning coursework completed prior to practicum, university respondents were divided. As Table 5.14 illustrates, 44% supported less than 30 hours and 41% supported 61-120 hours. Non-university respondents overwhelmingly supported 61-120 hours or more of coursework completion prior to practicum.



Table 5.14: Respondents Recommendations on Coursework Completion Prior to Practicum

#25 Minimum number of hours of coursework prior to the teaching practicum?	Overall* N=50	University N=27	Non-University N=22
Less than 30 hours	30%	44%	14%
30-60 hours	6%	11%	0%
61-120 hours	46%	41%	50%
121 hours and over	18%	4%	36%
Total	100%	100%	100%

\*The “overall” total includes respondents that did not indicate affiliation (university or non-university).

### Certification Test Preparation

Concerning test preparation provided by EPPs for prospective students, Table 5.15 shows that 52% of respondents felt that between 3-6 hours was sufficient. However, 32% of university respondents felt that less than three hours was sufficient in preparing prospective teachers to take certification test.

Table 5.15: Respondents Recommendations for Certification Test Preparation

#26. Minimum number of hours of certification test preparation.	Overall* N=54	University N=31	Non-University N=22
Less than 3 hours	22%	32%	9%
3-6 hours	52%	48%	59%
7-12 hours	15%	10%	18%
13 hours and over	11%	10%	14%
Total	100%	100%	100%

\*The “overall” total includes respondents that did not indicate affiliation (university or non-university).

## Program Delivery Criteria

Table 5.16 represents the percentage of respondents that agree or strongly agree with program delivery and support criteria. The findings show that respondents support field-based experiences with diverse student populations as well as a variety of educational settings (98% and 93% respectively). A teaching practicum is where prospective teachers work in a classroom for an extended period of time and are expected to assume most, if not all, responsibility for teaching while under the direction of an experienced teacher.

Table 5.16: Percentage of Respondents Agreeing or Strongly Agreeing with Program Delivery Criteria

	Overall* N=57	University** N=32	Non-University** N=24
#27. Field-based experience with diverse student populations.	98%	97%	100%
#28. Field-based experience with a variety of educational settings.	93%	94%	92%
#29. Participation in teaching practicum.	91%	100%	79%

\*The "overall" total includes respondents that did not indicate affiliation (university or non-university).

\*\*Because respondents varied by questions, the total number in the table is an approximate. See Appendix N for the actual number

## Program Support Criteria

Mentors are experienced campus teachers who assist prospective teachers daily during the practicum phase of the program. Respondents felt that prospective students should engage in a practicum (91%) and receive a campus mentor (95%) during the practicum. However, as Table 5.17 shows, respondents are divided about EPPs having the responsibility of providing that training. Eighty-seven percent of university respondents felt that EPPs should provide the mentor training, whereas only 58% of non-university respondents felt that EPPs

should provide the mentor training. Also illustrated in Table 5.17 is that respondents overwhelmingly endorsed EPPs providing trained supervision of prospective students that included observations (formal and informal) with timely feedback.

Table 5.17: Percentage of Respondents Agreeing or Strongly Agreeing with Program Support Criteria

	Overall* N=57	University** N=33	Non-University** N=24
#31. Campus mentor during their practicum.	95%	94%	96%
#32. Educator Preparation Programs providing mentor training.	75%	87%	58%
#33. Educator Preparation Programs providing supervision during practicum.	100%	100%	100%
#34. Educator Preparation Programs providing supervisor training.	98%	97%	100%
#35. Formal observations by the supervisor.	100%	100%	100%
#36. Timely feedback on teaching from supervisor.	100%	100%	100%
#37. Informal observations and coaching by supervisors.	96%	97%	96%

\*The “overall” total includes respondents that did not indicate affiliation (university or non-university).

\*\*Because respondents varied by questions, the total number in the table is an approximate. See Appendix N for the actual number.

### Practicum Time-Frames

Respondents were also asked to specify the amount of time needed for each practicum type. Student teaching and clinical teaching practicum assignments are full time, all day, non-paid positions in the mentor’s classroom. An internship practicum assignment is a supervised full time, all day, paid teaching position as the teacher of record. As Table 5.18 illustrates, 78% of respondents support between 12-16 weeks for student and clinical teaching. However, even though 69% of respondents support at least 36 weeks for an internship, 29% of university

respondents were also supportive of 12- 16 weeks and 8% supported less than 12 weeks, whereas no non-university respondent supported this time-frame.

Table 5.18: Respondents Recommended Practicum Types with Corresponding Time-Frames

#30. Effective practicum type with corresponding time-frames	Overall* N=40	University N=31	Non-University N=21
1. Student Teaching			
Less than 12 weeks	5%	7%	0%
12-16 weeks	78%	74%	89%
17-35 weeks	15%	16%	11%
36 weeks and over	3%	3%	0%
Total	101%**	100%	100%
2. Clinical Teaching			
Less than 12 weeks	8%	15%	0%
12-16 weeks	78%	60%	100%
17-35 weeks	8%	15%	0%
36 weeks and over	6%	10%	0%
Total	100%	100%	100%
3. Internship			
Less than 12 weeks	4%	8%	0%
12-16 weeks	16%	29%	0%
17-35 weeks	16%	17%	14%
36 weeks and over	64%	46%	86%
Total	100%	100%	100%

\*The “overall” total includes respondents that did not indicate affiliation (university or non-university).

\*\* Percentage does not round to 100% due to rounding.

Respondents offered suggestions in the area of program delivery and ongoing support for EPPs.<sup>14</sup> Twenty-five responded to this question. Twenty respondents representing both university and non-university EPPs overwhelmingly felt the need for more oversight, training, and support (mentoring and supervisory) during the practicum for prospective teachers which

<sup>14</sup> See Appendix I for a complete list of responses for program delivery and support criteria.

include regular campus and group meetings. Two university respondents also noted the need for longer, effective field-based experiences prior to the practicum.

## Assessment and Evaluation of Candidates for Certification

Benchmarks and assessments are tools that EPPs can use to monitor progress of prospective teachers and evaluate program effectiveness. Table 5.19 illustrates respondents agreeing or strongly agreeing with assessment and evaluation criteria. As the shows, over 90% of respondents support the need for establishing and conducting student assessments throughout the program to ensure that prospective teachers are moving through the program effectively. Ninety-three percent of respondents also indicated the importance of program assessments to measure readiness for certification at the completion of the program. Additionally, 98% of respondents support the need for regular program evaluations to ensure effectiveness.

Table 5.19: Respondents Agreeing or Strongly Agreeing with Assessment and Evaluation Criteria

	Overall* N=57	University** N=32	Non-University** N=23
#39. Benchmarks and assessment criteria for participating students.	91%	91%	92%
#40. Assessment of participating students moving toward receiving certification.	95%	97%	92%
#41. Assessment of student readiness for certification.	93%	91%	96%
#42. Regular program evaluations to ensure effectiveness.	98%	97%	100%

\*The "overall" total includes respondents that did not indicate affiliation (university or non-university).

\*\*Because respondents varied by questions, the total number in the table is an approximate. See Appendix N for the actual number.

Respondents provided suggestions for assessing the competency of the prospective teachers.<sup>15</sup> Twenty responded to this question. Five respondents (representing university and non-university) felt that the supervision of prospective teachers should be extended; including both informal and formal observations. Three university respondents also indicated the need for improving assessment instruments for prospective teachers to align with program expectations, as well as, expectations of certified teachers. Two non-university respondents also noted the need to evaluate prospective teacher test scores on a regular basis to ensure continual improvement.

Respondents also provided suggestions for assessing and/or evaluation of the effective of the EPP.<sup>16</sup> Seventeen responded to this question. Five respondents (representing university and non-university) felt that internal and external evaluations would be beneficial for assessing the effectiveness of EPPs. There was division on the frequency of evaluations, ranging from annually to every 5-7 years. In addition, three university respondents noted the need to include all stakeholders in the evaluations. Two respondents representing both program types also supported using former EPP students' success in the classroom as evaluation data. Two university respondents also indicated the desire to use common benchmarks as provided by a national accreditation agency.

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<sup>15</sup> See Appendix J for the complete list of responses for improving assessment of prospective teachers.

<sup>16</sup> See Appendix K for the complete list of responses for assessing / evaluating EPPs.

## **Additional Suggestions for Improving Program Effectiveness**

Respondents were asked to provide any other suggestions to improve the effectiveness of Educator Preparation Programs.<sup>17</sup> Eighteen responded to this question. Even though there was not a central theme from respondents, there were common threads among program types. Four non-university respondents indicated the desire to see more stringent oversight and sanctions for programs that do not to comply with state standards; however, one program noted the need for no oversight by the state. Four university respondents argued that there is too much documentation required from the state and that they would prefer more hours for EPPs to prepare prospective teachers.

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<sup>17</sup> See Appendix L for the complete list of responses for improving effectiveness of EPPs.

## **Chapter VI. CONCLUSION**

Preparing teachers is a decentralized system giving states autonomy in creating and enforcing policies that oversee the teaching profession. States have departments of education that govern the preparation of prospective teachers. Public administration is centered on the implementation of public policy concerned with the public interest. Therefore, preparing future educators is of great interest to public administrators.

This research explored the efficacy of current Texas' Educator Preparation Program standards. Scholarly literature which underlies each standard was examined. For the most part, all of the standards have scholarly support. A survey was distributed to EPP administrators (directors, deans, and owners) to solicit expert opinions about the value of each standard. The survey responses were compiled and analyzed. The most important elements within each subcomponent of each category of the existing model were presented in the results chapter. The results show expert opinions on the major components of current Texas EPP standards which can be used to improve the standards. Since EPP standards are established for each state, the information gleaned from this study could be useful for others interested in developing/improving their education preparation process.

### **Expert Recommendations on Texas EPP Standards**

Table 6.1 illustrates recommended improvements to the existing Texas' model by experts in the field. The left column represents the existing Texas Education Agency (TEA) minimum standards and the right column represents recommended improvements.



Table 6.1: Recommended Improvements to Texas EPP standards

<b>Component 1 - Governance of Educator Preparation Programs 19 TAC Chapter</b>	
<b>TEA Minimum Standards</b>	<b>Expert Assessment and Recommendations</b>
§228.20(c): The <b>chief operating officer</b> of an entity shall <b>provide sufficient support</b> , and shall <b>be accountable for the quality of the educator preparation program</b> and the candidates whom the program recommends for certification	Less than 40% agreed with this. Need to clarify what the term “accountable” means.
§228.20 (c) The <b>governing body</b> of an entity shall <b>provide sufficient support</b> , and shall be <b>accountable</b> for the <b>quality of the educator preparation program and the candidates</b> whom the program recommends for certification	Respondents supported this component.
§228.20(b): The preparation of educators shall be a collaborative effort among public schools accredited by TEA and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests. An <b>advisory committee</b> with <b>members representing as many as possible of the groups identified as collaborators</b> in this subsection shall <b>assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program.</b>	Respondents supported this component.
§228.20(b): The approved educator preparation program shall approve the <b>roles and responsibilities</b> of each member of the <b>advisory committee</b>	Respondents supported this component.
§228.20(b) <b>Advisory Committee members assist in design, delivery, policy decisions, and program evaluation.</b>	Very little support for this. Need to explore why this is not supported.
§228. 20(b) <b>Advisory Committee</b> shall <b>meet a minimum of twice</b> during each academic year	Respondents supported this component.
228. 35(d) An educator preparation entity shall provide evidence on-going and relevant <b>field-based experiences</b> as determined by the advisory committee	Little support for this. Need to explore why this is not supported.

Table 6.1: *Continued*

<b>Component 2 – Admission Criteria</b>		<b>19 TAC Chapter</b>
<b>TEA Minimum Standards</b>		<b>Expert Assessment and Recommendations</b>
§227.10(A) <b>Minimum 2.5 GPA</b> or at least 2.5 in the last 60 semester credit hours.		Consider a higher GPA for entrance into EPP.
§227.10(C) Students must have a minimum of <b>12 semester credit hours</b> in the <b>subject-specific content</b> area for which certification is sought or pass a <b>content test</b> for certification sought.		Consider increasing to minimum 15 semester credit hours. Explore why Non-University respondents support candidates taking content test in lieu of coursework and University respondents do not.
§227.10(4) <b>Basic skills in reading, written communication and mathematics</b>		Respondents supported this component.
§227.10(5) <b>Oral communication skills</b>		Respondents supported this component.
§227.10(6) Interview or other <b>screening instruments</b> used to determine candidate's appropriateness for certification sought		Respondents supported this component.
<b>Component 3: Curriculum</b>		<b>19 TAC Chapter</b>
<b>TEA Minimum Standards</b>		<b>Expert Assessment and Recommendations</b>
§228.40(a) The <b>educator standards</b> shall be the <b>curricular basis</b> for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS)		Respondents supported this component.
§228.30(a) <b>Subject area course assessments</b> indicate measurement of candidate's mastery of the standards and/or TEKS.		Respondents supported this component.
§228.30(b) The following <b>(17 topics) subject matter</b> shall be included in the curriculum for all candidates seeking initial certification.		Include Cultural Diversity, Leadership Skills, instructing English Language Learners (ELLs), and Dyslexia as topics.
§228.30(b) <b>Assessment for 17 topics</b> included in <b>subject matter</b> prior to certification test.		Respondents supported this component.

Table 6.1: *Continued*

Component 4: Program Delivery and Ongoing Support		19 TAC Chapter
TEA Minimum Standards	Expert Assessments and Recommendations	
§228.35(a)(3) An educator preparation program shall provide each candidate with a minimum of <b>300 clock hours of coursework and/or training</b>	Need to explore why University respondents supported less than 200 clock hours.	
§228.35(a)(A) <b>30 clock-hours of field-based experience</b> to be complete <b>prior to student teaching, clinical teaching, or internship</b>	Respondents supported this component.	
§228.35(a) (B) <b>110 clock-hours of coursework (training) prior to student teaching, clinical teaching or internship</b>	Need to explore why University respondents less than 30 hours.	
§228.35(a) (C) Six clock-hours of <b>test preparation</b>	Respondents supported this component.	
§228.35(d) An educator preparation entity shall provide evidence of ongoing and relevant <b>field-based experience with diverse student populations.</b>	Respondents supported this component.	
§228.35(d) An educator preparation entity shall provide evidence of ongoing and relevant <b>field-based experiences in a variety of educational settings.</b>	Respondents supported this component.	
§228.35(d)(2) Each educator preparation program shall provide one of the following: <ul style="list-style-type: none"> <li>• <b>Student Teaching</b> (12 weeks)</li> <li>• <b>Clinical Teaching</b> (12 weeks)</li> <li>• <b>Internship</b> (36 weeks = 180 days)</li> </ul>	Respondents supported 12-16 weeks for student and clinical teaching. Consider increasing the minimum time-frame for student and clinical teaching.	
§228.35(e) An EPP shall collaborate with the campus administrator to assign each candidate a <b>campus mentor</b> during practicum	Respondents supported this component.	
§228.35(e) The EPP is responsible for providing <b>mentor training</b> during practicum that relies on scientifically-based research	Respondents supported this component.	
§228.35(f) EPP shall provide field <b>supervision</b> of each candidate during practicum	Respondents supported this component.	
§228.35(f) An EPP shall provide the field <b>supervisor training</b>	Respondents supported this component.	
§228.35(f) The program must provide <b>ongoing regular formal observations</b> during practicum	Respondents supported this component.	

Table 6.1: *Continued*

Component 5: Assessment and Evaluation of Candidates for Certification 19 TAC Chapter	
TEA Minimum Standards	Expert Assessment and Recommendations
§228.40(a) To ensure that a candidate for educator certification is prepared to receive the standard certificate, the entity delivering educator preparation shall <b>establish benchmarks and structured assessment of the candidate's progress</b> throughout the EPP.	Respondents supported this component.
§228.40(b) The EPP shall determine the <b>readiness of each candidate</b> to take the appropriate certification assessment	Respondents supported this component.
§228.40(c) An entity shall <b>continuously evaluate</b> the design and delivery of the educator preparation curriculum based on performance data, scientifically-based research practices, and the results of internal and external assessment.	Respondents supported this component.

Overall, the experts supported all the major components of Texas EPP standards. There were however, standards that received little support. Those areas are:

### 1. Governance

- Chief Operating Officer (COO) being totally responsible for EPP operations.
- Advisory committee being involved in all areas of EPP program delivery and evaluation.
- Advisory committee determining relevant field-based experience for prospective teachers.

Concerning governance criteria, it would be beneficial to explore why these areas are not supported. Given that the scholarly literature also supports these standards, it would be useful to determine the rationale that underlies the lack of support.

## **2. Admission Criteria**

- Content test in lieu of coursework, especially by university respondents.

In the area of admission criteria, respondents were not supportive of EPP candidates taking a content test in lieu of content coursework as a requirement for admission, especially by university respondents. The scholarly literature overwhelmingly supported strong content knowledge, as well as, the respondents recommended more content coursework than is currently required by Texas EPP standards. It would be useful to explore the effectiveness of the current test in evaluating content mastery of prospective teachers.

## **3. Program Delivery**

- Total hours of training (coursework and training) that prospective teachers receive in EPP (by university respondents).
- Number of hours of coursework prior to practicum (by university respondents).

Concerning program delivery, university respondents recommended less total program training and coursework prior to practicum. Given that prospective teachers in traditional university settings incorporate their training during their undergraduate studies, it would be useful to explore if university respondents actually feel like there should be less training in these areas, or if there was misunderstanding of the survey question.

There was, however, support for increased standards in the areas of admission, curriculum and program delivery. Those areas are:

### **1. Admission Criteria**

- Grade point average (GPA) for entrance into an EPP.
- Content coursework for entrance into an EPP.

Concerning a prospective student's grade point average (GPA), respondents felt that 2.5 GPA was the lowest acceptable GPA for entrance in an EPP. It would be beneficial to consider a higher GPA for candidates entering an EPP. Additionally, respondents recommended at least 15 hours of content coursework as a prerequisite for program admission. It would be useful to consider increasing the minimum hours of content coursework for entrance into an EPP.

### **2. Curriculum**

- Topics to be covered in curriculum

Respondents overwhelmingly supported adding *cultural diversity* to the list of topics to be covered in EPP curriculum. The topics *leadership skills*, *English Language Learners (ELLs)* and *Dyslexia* also received support. Consideration of including these topics in EPP curriculum could be beneficial to prospective teachers.

### **3. Program Delivery**

- Student and Clinical teaching practicum

Respondents supported a longer time-frame for student/clinical teaching assignments for practicum. Consideration of an increase in student/clinical teaching for practicum could be beneficial to prospective teachers.

## **Concluding Remarks**

In exploring the efficacy of the major components of the current Texas Educator Preparation Program (EPP) standards, this study shows that the scholarly literature and experts in the field support the standards for the most part. Taking the expert recommendations for improvement into consideration, these results could be useful for others interested in developing/improving their educator preparation process. This study could also be used a basis for other states to improve Educator Preparation Program standards. Mandated minimum standards for preparing prospective teachers can be a vital component in a comprehensive system of increasing the quality of education in America.

## **Future Research**

Future research is warranted in the field of minimum standards for Educator Preparation Programs. Alternative Certification Programs (ACPs) are new in the United States and are growing exponentially. States have historically left universities alone in preparing prospective teachers; however, with the emergence of ACPs, it is important to identify the research that connects preparing future teachers with quality teaching. This research shows that directors of traditional and alternative certification programs agree on almost all minimum standard criteria, with few exceptions. Future research should be explored as to why ACPs support candidates being allowed to take subject-specific content test in lieu of coursework to determine effectiveness of measuring mastery. Also, future research should be explored as to why university program directors support less clock hours of total preparation and are divided as to the minimum number of hours of coursework that participating students should receive prior to teaching practicum.

States have continued to explore research-based best practices to improve public education in the United States. Public administrators need to understand that an important component to comprehensively improving public education is identifying the components of EPPs that impact teacher quality. This research should provide public administrators with a starting point for further research in examining the impacts of mandated minimum standards on teacher quality.

For further examples of practical ideal type Applied Research Projects see Garcia (2010), Trial (2009) and Casas III (2006).



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# **APPENDICES A-N**



## **APPENDIX A. TEXAS ADMINISTRATIVE CODES 227-228: MANDATED MINIMUM STANDARDS**

### **Texas Administrative Code**

<b><u>TITLE 19</u></b>	EDUCATION
<b><u>PART 7</u></b>	STATE BOARD FOR EDUCATOR CERTIFICATION
<b><u>CHAPTER 228</u></b>	REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS
<b>RULE §228.20</b>	<b>Governance of Educator Preparation Programs</b>

---

(a) Preparation for the certification of educators may be delivered by an institution of higher education, regional education service center, public school district, or other entity approved by the State Board for Educator Certification (SBEC) under §228.10 of this title (relating to Approval Process).

(b) The preparation of educators shall be a collaborative effort among public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests; and shall be delivered in cooperation with public schools accredited by the TEA and/or TEA-recognized private schools. An advisory committee with members representing as many as possible of the groups identified as collaborators in this subsection shall assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program. The approved educator preparation program shall approve the roles and responsibilities of each member of the advisory committee and shall meet a minimum of twice during each academic year.

(c) The governing body and chief operating officer of an entity approved to deliver educator preparation shall provide sufficient support to enable the educator preparation program to meet all standards set by the SBEC, and shall be accountable for the quality of the educator preparation program and the candidates whom the program recommends for certification.

(d) All educator preparation programs must be implemented as approved by the SBEC as specified in §228.10 of this title. An approved educator preparation program may not expand to other geographic locations without prior approval of the SBEC.

(e) Proposed amendments to an educator preparation program shall be submitted to the TEA staff and approved prior to implementation. Significant amendments, related to the five program approval components specified in §228.10(b) of this title, must be approved by the SBEC. The educator preparation program will be notified in writing of its proposal approval or denial within 60 days following a determination by the SBEC. If an educator preparation program has already implemented significant amendments to its original approved proposal as of January 1, 2009, those amendments are not required to be presented to or approved by the SBEC. However, the educator preparation program shall inform the SBEC of the existence of the significant amendments within 60 days of the adoption of

this subsection.

**CHAPTER 227**

**SUBCHAPTER A**

PROVISIONS FOR EDUCATOR PREPARATION CANDIDATES

ADMISSION TO EDUCATOR PREPARATION PROGRAMS

**RULE §227.10**

**Admission Criteria**

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(a) The educator preparation program delivering educator preparation shall require the following minimum criteria of all candidates prior to admission to the program, except candidates for career and technology education certification:

(1) for an undergraduate university program, a candidate shall be enrolled in an educator preparation program from an institution of higher education that is accredited by a regional accrediting agency, as recognized by the Texas Higher Education Coordinating Board (THECB);

(2) for an alternative certification program or post-baccalaureate program, a candidate shall have a baccalaureate degree earned from and conferred by an institution of higher education that is recognized by one of the regional accrediting agencies by the THECB, specified in paragraph (1) of this subsection;

(3) for an undergraduate university program, alternative certification program, or post-baccalaureate program, a candidate shall meet the following criteria in order to be eligible to enter an educator preparation program:

(A) an overall grade point average (GPA) of at least 2.5 or at least 2.5 in the last 60 semester credit hours; or

(B) documentation and certification from the program director that a candidate's work, business, or career experience demonstrates achievement equivalent to the academic achievement represented by the GPA requirement. This exception to the minimum GPA requirement will be granted by the program director only in extraordinary circumstances and may not be used by a program to admit more than 10% of any cohort of candidates; and

(C) for a program candidate who will be seeking an initial certificate, a minimum of 12 semester credit hours in the subject-specific content area for the certification sought, a passing score on a content certification examination, or a passing score on a content examination administered by a vendor on the Texas Education Agency (TEA)-approved vendor list published by the commissioner of education for the calendar year during which the candidate seeks admission;

(4) for a program candidate who will be seeking an initial certificate, the candidate shall demonstrate basic skills in reading, written communication, and mathematics or by passing the Texas Academic Skills Program® (TASP®) test or the Texas Higher Education Assessment® (THEA®) with a minimum score of 230 in reading, 230 in mathematics, and 220 in writing. In the alternative, a candidate may demonstrate

basic skills by meeting the requirements of the Texas Success Initiative (Texas Education Code, §51.3062) under the rules established by the Texas Higher Education Coordinating Board in Part 1, Chapter 4, Subchapter C of this title (relating to Texas Success Initiative);

(5) for a program candidate who will be seeking an initial certificate, the candidate shall demonstrate oral communication skills as specified in §230.413 of this title (relating to General Requirements);

(6) an application and either an interview or other screening instrument to determine the educator preparation candidate's appropriateness for the certification sought; and

(7) any other academic criteria for admission that are published and applied consistently to all educator preparation candidates.

(b) An educator preparation program may adopt requirements in addition to those explicitly required in this section.

(c) An educator preparation program may not admit a candidate who has completed another educator preparation program in the same certification field or who has been employed for three years in a public school under a permit or probationary certificate as specified in Chapter 232, Subchapter A, of this title (relating to Types and Classes of Certificates Issued).

(d) An educator preparation program may admit a candidate for career and technology education certification who has met the experience and preparation requirements specified in Chapter 230 of this title (relating to Professional Educator Preparation and Certification) and Chapter 233 of this title (relating to Categories of Classroom Teaching Certificates).

(e) An educator preparation program may admit a candidate who has met the minimum academic criteria through credentials from outside the United States that are determined to be equivalent to those required by this section using the procedures and standards specified in Chapter 245 of this title (relating to Certification of Educators from Other Countries).

## **CHAPTER 228**

## **REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS**

### **RULE §228.30**

### **Educator Preparation Curriculum**

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(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically-based research to

ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

- (1) the specified requirements for reading instruction adopted by the SBEC for each certificate;
- (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
- (3) child development;
- (4) motivation;
- (5) learning theories;
- (6) TEKS organization, structure, and skills;
- (7) TEKS in the content areas;
- (8) state assessment of students;
- (9) curriculum development and lesson planning;
- (10) classroom assessment for instruction/diagnosing learning needs;
- (11) classroom management/developing a positive learning environment;
- (12) special populations;
- (13) parent conferences/communication skills;
- (14) instructional technology;
- (15) pedagogy/instructional strategies;
- (16) differentiated instruction; and
- (17) certification test preparation.

## **RULE §228.35**

## **Preparation Program Coursework and/or Training**

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(a) Coursework and/or Training for Candidates Seeking Initial Certification.

(1) An educator preparation program shall provide coursework and/or training to ensure the educator is effective in the classroom.

(2) Professional development should be sustained, intensive, and classroom focused.

(3) An educator preparation program shall provide each candidate with a minimum of 300 clock-hours of coursework and/or training that includes the following:

(A) a minimum of 30 clock-hours of field-based experience to be completed prior to student teaching, clinical teaching, or internship. Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission, or other video or technology-based method;

(B) 80 clock-hours of coursework and/or training prior to student teaching, clinical teaching, or internship; and

(C) six clock-hours of explicit test preparation that is not embedded in other curriculum elements.

(4) All coursework and/or training shall be completed prior to educator preparation program completion and standard certification.

(5) With appropriate documentation such as certificate of attendance, sign-in sheet, or other written school district verification, 50 clock-hours of training may be provided by a school district and/or campus that is an approved Texas Education Agency (TEA) continuing professional education provider.

(6) Each educator preparation program must develop and implement specific criteria and procedures that allow candidates to substitute prior or ongoing experience and/or professional training for part of the educator preparation requirements, provided that the experience or training is not also counted as a part of the internship, clinical teaching, student teaching, or practicum requirements, and is directly related to the certificate being sought.

(b) Coursework and/or Training for Professional Certification (i.e. superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and/or master teacher). An educator preparation program shall provide coursework and/or training to ensure that the educator is effective in the professional assignment. An educator preparation program shall provide a candidate with a minimum of 200 clock-hours of coursework and/or training that is directly aligned to the state standards for the applicable certification field.

(c) Late Hires. A late hire for a teaching position shall complete 30 clock-hours of field-based experience as well as 80 clock-hours of initial training within 90 school days of assignment. Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission, or other video or technology-based method.

(d) Educator Preparation Program Delivery. An educator preparation program shall provide evidence of on-going and relevant field-based experiences throughout the educator preparation program, as determined by the advisory committee as specified in §228.20 of this title (relating to Governance of Educator Preparation Programs), in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning.

(1) For initial certification, each educator preparation program shall provide field-based experiences, as defined in §228.2 of this title (relating to Definitions), for a minimum of 30 clock-hours. The field-based experiences must be completed prior to assignment in an internship, student teaching, or clinical teaching. Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission, or other video or technology-based method.

(2) For initial certification, each educator preparation program shall also provide one of the following:

(A) student teaching, as defined in §228.2 of this title, for a minimum of 12 weeks;

(B) clinical teaching, as defined in §228.2 of this title, for a minimum of 12 weeks; or

(C) internship, as defined in §228.2 of this title, for a minimum of one academic year (or 180 school days) for the assignment that matches the certification field for which the individual is accepted into the educator preparation program. The individual would hold a probationary certificate and be classified as a "teacher" as reported on the campus Public Education Information Management System (PEIMS) data. An educator preparation program may permit an internship of up to 30 school days less than the minimum if due to maternity leave, military leave, illness, or late hire date.

(i) An internship, student teaching, or clinical teaching for an Early Childhood-Grade 4 and Early Childhood-Grade 6 candidate may be completed at a Head Start Program with the following stipulations:

(I) a certified teacher is available as a trained mentor;

(II) the Head Start program is affiliated with the federal Head Start program and approved by the TEA;

(III) the Head Start program teaches three and four-year-old students; and

(IV) the state's pre-kindergarten curriculum guidelines are being implemented.

(ii) An internship, student teaching, clinical teaching, or practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.

(3) For candidates seeking professional certification as a superintendent, principal, school counselor, school librarian, or an educational diagnostician, each educator preparation program shall provide a practicum, as defined in §228.2 of this title, for a minimum of 160 clock-hours.

(4) Subject to all the requirements of this section, the TEA may approve a school that is not a public school accredited by the TEA as a site for field-based experience, internship, student teaching, clinical teaching, and/or practicum.

(A) All Department of Defense Education Activity (DoDEA) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC) are approved by the TEA for purposes of field-based experience, internship, student teaching, clinical teaching, and/or practicum.

(B) An educator preparation program may file an application with the TEA for approval, subject to periodic review, of a public school, a private school, or a school system located within any state or territory of the United States, as a site for field-based experience, or for video or other technology-based depiction of a school setting. The application shall be in a form developed by the TEA staff and shall include, at a minimum, evidence showing that the instructional standards of the school or school system align with those of the applicable Texas Essential Knowledge and Skills (TEKS) and State Board for Educator Certification (SBEC) certification standards. To prevent unnecessary duplication of such applications, the TEA shall maintain a list of the schools, school systems, videos, and other technology-based transmissions that have been approved by the TEA for field-based experience.

(C) An educator preparation program may file an application with the TEA for approval, subject to periodic review, of a public or private school located within any state or territory of the United States, as a site for an internship, student teaching, clinical teaching, and/or practicum required by this chapter. The application shall be in a form developed by the TEA staff and shall include, at a minimum:

- (i) the accreditation(s) held by the school;
- (ii) a crosswalk comparison of the alignment of the instructional standards of the school with those of the applicable TEKS and SBEC certification standards;
- (iii) the certification, credentials, and training of the field supervisor(s) who will supervise candidates in the school; and
- (iv) the measures that will be taken by the educator preparation program to ensure that the candidate's experience will be equivalent to that of a candidate in a Texas public school accredited by the TEA.

(D) An educator preparation program may file an application with the SBEC for approval, subject to periodic review, of a public or private school located outside the United States, as a site for student teaching or clinical teaching required by this chapter. The application shall be in a form developed by the TEA staff and shall include, at a minimum, the same elements required in subparagraph (C) of this paragraph for schools located within any state or territory of the United States, with the addition of a description of the on-site program personnel and program support that will be provided and a description of the school's recognition by the U.S. State Department Office of Overseas Schools.

(e) Campus Mentors and Cooperating Teachers. In order to support a new educator and to increase teacher retention, an educator preparation program shall collaborate with the campus administrator to assign each candidate a campus mentor during his or her internship or assign a cooperating teacher during the candidate's student teaching or clinical teaching experience. The educator preparation program is responsible for providing mentor and/or cooperating teacher training that relies on scientifically-based research, but the program may allow the training to be provided by a school district, if properly documented.

(f) On-Going Educator Preparation Program Support. Supervision of each candidate shall be conducted

with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment. The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate's campus administrator. Informal observations and coaching shall be provided by the field supervisor as appropriate.

(1) Each observation must be at least 45 minutes in duration and must be conducted by the field supervisor.

(2) An educator preparation program must provide the first observation within the first six weeks of all assignments.

(3) For an internship, an educator preparation program must provide a minimum of two formal observations during the first semester and one formal observation during the second semester.

(4) For student teaching and clinical teaching, an educator preparation program must provide a minimum of three observations during the assignment, which is a minimum of 12 weeks.

(5) For a practicum, an educator preparation program must provide a minimum of three observations during the term of the practicum.

(g) Exemption. Under the Texas Education Code (TEC), §21.050(c), a candidate who receives a baccalaureate degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under the TEC, §54.214, is exempt from the requirements of this chapter relating to field-based experience or internship consisting of student teaching.

## **RULE §228.40      Assessment and Evaluation of Candidates for Certification and Program Improvement**

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(a) To ensure that a candidate for educator certification is prepared to receive the standard certificate, the entity delivering educator preparation shall establish benchmarks and structured assessments of the candidate's progress throughout the educator preparation program.

(b) An educator preparation program shall determine the readiness of each candidate to take the appropriate certification assessment of pedagogy and professional responsibilities, including professional ethics and standards of conduct. An educator preparation program shall not grant test approval for the pedagogy and professional responsibilities assessment until a candidate has met all of



the requirements for admission to the program and has been fully accepted into the educator preparation program.

(c) For the purposes of educator preparation program improvement, an entity shall continuously evaluate the design and delivery of the educator preparation curriculum based on performance data, scientifically-based research practices, and the results of internal and external assessments.

(d) An educator preparation program shall retain documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after program completion.

## **Appendix B. Survey Distributed to Administrators of Educator Preparation Programs**

1. The Chief Operating Officer should be totally responsible for the operations of the Educator Preparation Program.
2. The Educator Preparation Program should have an advisory committee.  
If yes, go to question #3. If no, go to question #9.
3. The advisory committee should have broad membership of stakeholders
4. Members' roles and responsibilities should be clearly specified
5. Members should participate in all program decisions.
6. How often should the advisory committee meet?
7. Members should determine relevant field-based experiences (*introductory exposure*).
8. What other governance criteria do you suggest should be required for Educator Preparation Programs?
9. There should be admission criteria for accepting students.
10. What minimum grade point average should candidates have to be accepted into a program?
11. What should be the minimum semester credit hours in subject-specific content area candidates need to be accepted into a program?
12. Candidates should be allowed to take subject-specific content test in lieu of coursework.
13. Candidates should have to demonstrate basic skills in reading, written communication and mathematics for program admission.
14. Candidates should have to demonstrate adequate oral communication skills for program admission.
15. Candidates should have to undergo a screening process for program admission.
16. If screening tools are needed, list 3 most effective screening tools.
17. What other admission criteria do you suggest should be required for participants?
18. Subject area courses taught in the program should be aligned to state educator standards.
19. There should be assessments that measure subject area courses alignment to state educator standards.
20. Check all topics that should be required in the coursework:
  - ☐ Reading Instruction      ☐ Code of Ethics
  - ☐ Child Development      ☐ Motivation
  - ☐ Learning Theories      ☐ State curriculum organization, structure and skills
  - ☐ Cultural diversity      ☐ State curriculum in content areas
  - ☐ Special populations      ☐ Parent conferences / communication skills

- ☐ Instructional technology      ☐ Pedagogy / instructional strategies
- ☐ Differentiated instruction      ☐ Certification test preparation
- ☐ State assessment of students      ☐ Curriculum development and lesson planning
- ☐ Classroom assessment for instruction / diagnosing learning needs
- ☐ Classroom management / developing a positive learning environment
- ☐ Other \_\_\_\_\_

21. There should be assessments for required topics in courses indicating measurement of readiness for certification.
22. Do you have any other suggestions regarding improvement in the curriculum?
23. What should be the minimum number of hours of total preparation (*coursework and training*) that participating students should receive?
24. What should be the minimum number of hours of field-based experience (*introductory exposure*) that participating students should receive prior to the teaching practicum?
25. What should be the minimum number of hours of coursework that participating students should receive prior to the teaching practicum?
26. What should be the minimum number of hours of certification test preparation that participating students should receive?
27. Participating students should receive field-based experience (*introductory exposure*) with diverse student populations.
28. Participating students should receive field-based experience (*introductory exposure*) with a variety of educational settings.
29. Participating students should participate in a teaching practicum.
30. If practicum is needed, indicate which type(s) are effective with their corresponding time-frames. (Select as many as needed)
  - a. ☐ Student teaching      Number of Weeks \_\_\_\_\_
  - b. ☐ Clinical teaching      Number of Weeks \_\_\_\_\_
  - c. ☐ Internship      Number of Weeks \_\_\_\_\_
31. Participating students should receive a campus mentor during their practicum.
32. Educator Preparation Programs should provide the mentor training.
33. Educator Preparation Programs should provide participating students supervision during their practicum.
34. Educator Preparation Programs should provide supervisor training.
35. Participating students should receive regular formal observations by the supervisor.
36. Participating students should receive timely feedback on their teaching from their supervisor.
37. Participating students should receive informal observations and coaching by their supervisors.

38. What other program delivery and ongoing support criteria do you suggest should be required for Educator Preparation Programs?
39. Educator Preparation Programs should establish benchmarks and assessment criteria for participating students.
40. Participating students should be assessed throughout the program for the purpose of moving toward receiving certification.
41. Educator Preparation Programs should assess student readiness for certification.
42. Educator Preparation Programs should perform regular program evaluations to ensure effectiveness.
43. Do you have any other suggestions regarding assessing the competency of the students?
44. Do you have any other suggestions regarding assessing and/or evaluation of the effectiveness of the program?
45. Please identify the type of your program:
  - a. \_\_\_\_\_ University Initial
  - b. \_\_\_\_\_ University Post-Baccalaureate
  - c. \_\_\_\_\_ University Alternative Certification Program
  - d. \_\_\_\_\_ Non-University Based Alternative Certification Program
46. How many candidates were admitted into your program during the last academic year?
47. What is the current total enrollment in your program?
48. How many candidates completed your program (program finishers) during the last academic year?
49. What is the closest Education Service Center to your program?
50. Do you have any others suggestions to improve the effectiveness of Educator Preparation Programs?

## APPENDIX C. PUBLIC INFORMATION REQUEST

### Open Records Request Release Documents at No Charge September 9, 2011

Christie Pogue  
120 Nopal Cove  
Buda, Texas 78610

TEA PIR #16089

Dear Ms. Pogue:

On August 31, 2011, the Texas Education Agency (TEA) received your request for open records. Based on your request, TEA has information responsive to your request. The information you requested is provided to you as an attachment to this message as well as a copy of your original request. Additionally, there are no charges for fulfilling this request and this particular request is considered closed.

If you have any questions or wish to discuss this matter further, please contact me at (512) 463-9619 or by email at [gean.wilkerson@tea.state.tx.us](mailto:gean.wilkerson@tea.state.tx.us).

Sincerely,

Gean Wilkerson  
TEA Open Records Coordinator

Attachments: Original Request  
TEA Responsive Document

**Glenda "Gean" Wilkerson**  
*Educator Initiatives*  
Texas Education Agency  
1701 North Congress Avenue  
Austin, TX 78701  
ph (512)463-9619 fax (512)463-7795  
[gean.wilkerson@tea.state.tx.us](mailto:gean.wilkerson@tea.state.tx.us)

*"Never believe that a few caring people cannot change the world. For, indeed, they are the only ones who ever have."* Margaret Mead



Please consider whether it is necessary to print this e-mail

## APPENDIX D. INSTITUTIONAL REVIEW BOARD EXEMPTION

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From: AVPR IRB [ospirb@txstate.edu]  
Sent: Tuesday, September 06, 2011 3:48 PM  
To: Pogue, Christine D  
Subject: Exemption Request EXP2011O3860 - Approval

DO NOT REPLY TO THIS MESSAGE. This email message is generated by the IRB online application program.

Based on the information in IRB Exemption Request EXP2011O3860 which you submitted on 09/02/11 10:32:18, your project is exempt from full or expedited review by the Texas State Institutional Review Board.

If you have questions, please submit an IRB Inquiry form:

[http://www.txstate.edu/research/irb/irb\\_inquiry.html](http://www.txstate.edu/research/irb/irb_inquiry.html)

Comments:  
No comments.

=====

Institutional Review Board

Office of Research Compliance

Texas State University-San Marcos

(ph) 512/245-2314 / (fax) 512/245-3847 / [ospirb@txstate.edu](mailto:ospirb@txstate.edu) / JCK 489

601 University Drive, San Marcos, TX 78666

## **APPENDIX E. ADDITIONAL SUGGESTIONS FOR GOVERNANCE CRITERIA**

### **Non-University**

- TEA should be staffed adequately to provide oversight.
- We already have too many governance criteria...
- TEA guidelines
- Texas Education Agency decisions based upon Texas Administrative Code
- State rules and policy
- Teacher preparation programs need the freedom to be accountable for student achievement. Doing the same things as you suggest in your survey, will give you the same results
- Programs are already heavily regulated by TEA. Good programs carefully follow all state guidelines and if followed with integrity, they provide a great deal of structure.
- Programs must follow Texas Administrative Code; directives from TEA; and other guidelines concerning NCLB
- Participants (including campus administrators and HR Directors) Annual Program Evaluation data TAC addressing teacher preparation
- TEA and the Advisory Committee should be the only one to govern
- If it is a college ATP, a VP should help govern. If a private program, someone at the state level should act in a governing capacity.
- ? TEA Texas Administrative Code
- SB 174, Chapter 227, 228 TAC

### **University**

- A steering committee that can make decisions that need multiple points of view.
- Strictly an advisory role, and to share where they think the pulse for future certification may be headed in the real world
- All criteria according to TAC 228.20
- Faculty advisory committee
- Regular meetings by education faculty.
- Reviewing TEA and SACS laws and meeting compliance.
- National, state and regional accreditation standards should guide programs.....
- University Education Committee
- Should report to the Dean
- Texas Education Agency.
- Faculty Review Committee
- All Teacher Education Faculty participation

- University faculty working in concert with university administration, state authorities, and regional stakeholders
- We have several steps to make changes etc. That work very well.
- Someone to review all programs and keep the university current with the public schools.
- Department chair of education should be primary with respect to governance with considerable assistance from the Dean of the School and Certification Officer.
- Faculty
- Involvement by faculty teaching in the program and public school partners
- Approve all program operation policies
- TEA
- Compliance with state certification guidelines,
- Teacher unions and associations
- TEA should enforce the TAC rules that are in place; they know of ACP programs that are not following the law and yet these programs continue to prosper.

#### **Non-Identified**

- A constitution explaining all of the policies and practices conducted by the program.
- Members of a team who are knowledgeable about teacher education in Texas and who are familiar with state laws/requirements governing teacher education.
- Director



## **APPENDIX F. ADDITIONAL SUGGESTIONS FOR ADMISSION CRITERIA**

### **Non-University**

- Oral interview
- Initial Interview to determine level of commitment and enthusiasm, as well as understanding of the requirements for certification and success.
- 3 references, criminal records check
- Matrix to include responsibility of role as a learner and teacher
- 100% commitment to develop each individual student's emotional, social, physical and cognitive needs
- I feel strongly that we are working with college graduates and if the intern does not have basic skills in reading and writing, then the university should be held responsible for the lack. We, as programs, should assume that an individual with a degree actually knows something.
- Writing Prompt requiring applicant to address topics pertinent to predicting success/intent
- Essay
- Prerequisite courses.
- Pre-test in the program
- Interviews

### **University**

- Verbal presentation of some sort to illustrate their verbal skills.
- Criminal Records Check
- Career Assessment
- Written essay.
- Bilingual literacy exam for bilingual ed candidates
- Criminal History Check
- Background investigation
- GPA of 2.5 or higher in content area(s), not just overall
- Background checks Recommendations from teacher education faculty
- Majority vote by the Teacher Education Council and/or Teacher Advisory Committee or whatever the University calls this group comprised of faculty from all teacher prep content fields at the University.
- See # 16

- I think admissions policies should be inclusive and programs should be rigorous.
- No criminal
- Content specific minimum gpa Committee interview
- Leadership skills
- Student organization and community service activities

**Non-Identified**

- References
- Written essay as to why they have decided to become an educator
- THEA

## **APPENDIX G. ADDITIONAL SUGGESTIONS FOR SPECIFIC TOPICS COVERED IN CURRICULUM**

### **Non-University**

- Teamwork, Leadership
- Training on dyslexia
- Thinking in Action and Developing Effective Systems
- Active and engaging teaching strategies / Lesson Planning
- Teachers as Leaders; strategies for working with students who are learning English as their second language
- It depends on the program - not all of these will be applicable to each program.
- Working with Urban, Inner City Students

### **University**

- Conflict Resolution
- Spanish language study (for Texas)
- #19 & 20 pertain to Math, Science, etc taught in those departments.
- Teacher Leadership
- Teaching English Language Learners Strategies
- Methodology specific to curricula areas i.e. reading, math,
- Second Language Learning
- Certification Test Preparation should NOT be required. It should be done where needed, but not required of all. It is a total waste of time for good students.
- English as a second language
- National standards, culturally responsive teaching, evidence of student learning
- Content areas

### **Unidentified Program Type**

- Dyslexia
- Teaching ELLs

## **APPENDIX H. ADDITIONAL SUGGESTIONS FOR CURRICULUM CRITERIA**

### **Non-University**

- There should be varied assessments, not just traditional, formal assessments
- National curriculum instead of State.
- Face to face instruction, hands on.

### **University**

- Student teaching supervisors need to be certified teachers.
- Cut out some of the rinky dink documentation that requires so much time.
- Students should be allowed take their content exams earlier.
- All students should know how to diagnose reading problems.
- Content fields should take more responsibility for preparing teachers to be effective instructors who utilized well-researched teaching strategies.
- Include instructors with deep knowledge of content pedagogy in the planning of methods courses. Lots of dialogue between university faculty and public school partners. Lots of collaboration between Arts and Sciences and Education
- Connect the curriculum directly to field experiences
- Strong field experiences over 3-4 years with joint field-based assessments by qualified mentors and the faculty.
- Minimum hours required in fieldwork prior to student teaching
- Site base visitation and early working with teachers in the field

### **Non-Identified**

- Quality instructors

## **APPENDIX I. ADDITIONAL SUGGESTIONS FOR PROGRAM DELIVERY AND SUPPORT**

### **Non-University**

- Observations by supervisors and mentor teachers should be every 3-4 week for internship and weekly for student or clinical teaching.
- monthly staff development training during internship
- Professional Development throughout the practicum or internship.
- Follow-up training and ongoing support during the internship year
- List of resources and support
- Mentoring instead of supervision. Interns are in a learning process. They are being developed to become Master Teachers.
- Monthly meetings where Field Supervisors can touch base with their interns to provide additional support, encouragement, help with problem solving scenarios
- On-line course instruction
- Monthly sessions with all the interns from a program that are first year teachers.
- Open communication
- Follow-up training during the internship year; not just university courses or online courses

### **University**

- Professional Development for candidates that exposes them to trends in education that may or not be captured in pre-requisite courses, as well as reinforcement of basic theories and their application in the clinical classroom teaching experience.
- Monthly meetings on campus.
- Weekly capstone group meetings during student teaching for cohorts of 10-15 students.
- A year-long residency mode, with a highly trained and effective mentor teacher, is highly desirable, but impossible given current funding structures.
- Weekly seminars.
- Regular reflection/self-assessment process
- Opportunity to chat, on-line feedback.
- Pre-student teaching experiences in a variety of settings such as poverty schools, wealthy schools, high percentage of diversity schools, innovative schools vs. traditional. No support or accountability following graduation since the EPP has no control of the teaching environment where the graduate is assigned.
- #32 (EPP mentor training) as much as needed.

- Clinical experience over 3 semesters prior to student teaching
- A consistent evaluation system that enables teacher candidates to learn from teaching.
- Student teaching seminars
- Required mentoring for one year after graduation during first year of teaching
- Video analysis of teaching followed by interactive conference with field supervisor

## **APPENDIX J. ADDITIONAL SUGGESTIONS TO ASSESS THE COMPETENCY OF PROSPECTIVE TEACHERS**

### **Non-University**

- Supervision should be extended beyond internship/clinical/student teaching.
- Score 80% on practice exams prior to being approved to take state exams
- Observation by mentor and principal during the year
- Intern's students' performance and success in every grade level of their educational journey.
- On-line course work
- Observations Informal assessments
- Would like to see how student test scores approved from 1 year to next

### **University**

- The instruments used should be aligned with the expectations of certified teachers.
- Subject matter knowledge should be assessed upon admission for purposes of remediation
- Field based assessments are essential
- Faculty observations. Student self-evaluation
- We should have more than one instrument. We should look at other indicators beside the TExES
- Students must take review classes.
- Performance during teaching practicum
- Assessments should not be written by TEA. This should be left to the programs.
- More 1 to 1 observations.
- Competency after graduation should NOT be a component of EPP accountability since the EPP has no control over the public or private school programing, curriculum utilized, etc.
- Make the assessment formative so that students have every opportunity to succeed.
- Combination of coursework learning, field experience skills, and professional dispositions
- Portfolios

## **APPENDIX K. ADDITIONAL SUGGESTIONS FOR ASSESSING / EVALUATING EDUCATOR PREPARATION PROGRAMS**

### **Non-University**

- Program evaluation is a great idea, but realistically, good program evaluation is time consuming and expensive. It can only be done, overall, every 5-7 years.
- Perhaps retention of program teachers over a 3-5 year period of time
- Quality Indicators Rubric for Programs
- Program teachers success in their student' performance for three consecutive years.
- Internal and external evaluations annually
- Attainment of benchmarks Principal satisfaction Mentor assessments

### **University**

- There should be instruments in place that allow for feedback from all stakeholders, i.e. cooperating teachers, university supervisors, candidates, principals.
- Survey the school partners to see what they think of the students, the supervisors, and the professors.
- Common benchmarks across programs would be helpful in the continuous improvement process. Currently benchmarks vary across the 182 programs in our state.
- Utilizing outside certifying agencies such as NCATE provides a level of rigor for educator preparation programs that would be helpful, if Texas endorsed them
- Interview after a year of teaching.
- If the student is deemed proficient during pre-student teaching and student teaching and passes the certification tests, the EPP should be deemed acceptable. Beyond graduation, the EPP has absolutely no control over teacher effectiveness since districts make all determination re: curriculum, academic programming, etc. The EPP should not be held accountable for something they cannot change.
- Ask the students. Ask the schools.
- Should be conducted on an annual basis
- Use student (teacher candidate) success as your assessment of the program. Review data and discuss actions need to adjust program.
- National accreditation
- These should be done yearly with input from the advisory team.



## **APPENDIX L. ADDITIONAL COMMENTS FOR IMPROVING EFFECTIVENESS OF EDUCATOR PREPARATION PROGRAMS**

### **Non-University**

- EPPs should be EPPs who look for quality candidates, rather than business looking for profitability.
- Leave it to certified teachers and not college professors with no teaching experience.
- No, however, there must be close communication between all stake holders.
- Customized results based model of training to build on the teacher candidate's strengths and build areas of needed growth to meet the demands of today's classrooms.
- Make them accountable for all student learning success. The NCLB can be a reality if teacher preparation programs will equip their teachers with tools and teaching strategies that will develop each individual child's emotional, social, physical and cognitive needs.
- Programs with integrity should continue to remain open. When a program has great number of problems it should be closed.
- Sanction those who do not meet the quality standards
- Let them govern themselves with guidance by the state.
- TEA should monitor more closely programs for effectiveness and adherence to TEA rules.

### **University**

- Allow us to have more hours in the program.
- The Unit must have an assessment system in place to ensure the quality of the unit.
- Let the Universities have a governing body like SBEC. We don't need to be directly under TEA like we are currently.
- More responsibility on ISDs to provide the most effective teachers to pair with pre-student teachers and student teachers.
- Cut down on the paperwork. It took me 5 hr.yesterday to write evaluation forms for 5 stu. tea. who I observed one hr. each and had post conf. with both mentor and student teacher. The first one and a half hours was worth it. The other was just work for documentation. No new information.
- Clinical experiences tied closely to coursework. Partnerships with public schools essential. Year-long student teaching, competency based assessments.
- More time in classrooms, linked to essential campus courses. True partnerships between university teacher preparation programs and school district partners.

- Seek positive assistance and support from state and federal agencies for improvement and programs working on improvement
- Less red tape from TEA and SBEC. Too much new documentation.

## APPENDIX M. COMPLETE RESPONSES TO LIKERT-SCALE SURVEY QUESTIONS

	Strongly Agree % (n)	Agree % (n)	Neutral % (n)	Disagree % (n)	Strongly Disagree % (n)	Total*
#1. COO responsible for the operations of the Educator Preparation Programs.	12% (8)	27% (18)	19% (13)	27% (18)	15% (10)	100% (67)
#3. Advisory committee membership of stakeholders.	53% (32)	41% (25)	5% (3)	0% (0)	2% (1)	101% (61)
#4. Members' roles and responsibilities.	53% (32)	46% (28)	2% (1)	0% (0)	0% (0)	101% (61)
#5. Members should participate in all program decisions.	3% (2)	25% (15)	20% (12)	51% (31)	2% (1)	101% (61)
#7. Members should determine relevant field-based experiences	7% (4)	27% (17)	23% (14)	40% (25)	3% (2)	100% (62)
#9. Admission criteria for accepting students.	87% (54)	13% (8)	0% (0)	0% (0)	0% (0)	100% (62)
#12. Subject-specific content test in lieu of coursework.	8% (5)	26% (16)	19% (12)	34% (21)	13% (8)	100% (62)
#13. Basic skills in reading, written communication and mathematics for program admission.	71% (43)	16% (10)	7% (4)	5% (3)	2% (1)	101% (61)
#14. Adequate oral communication skills program admission.	65% (39)	30% (18)	2% (1)	2% (1)	2% (1)	101% (60)
#15. Screening process for program admission.	58% (35)	32% (19)	7% (4)	2% (1)	2% (1)	101% (60)
#18. Subject area courses aligned to state educator standards.	65% (40)	29% (18)	3% (2)	3% (2)	0% (0)	100% (62)

\*Some percentages more than 100% due to rounding.

Appendix M: *Continued*

	Strongly Agree % (n)	Agree % (n)	Neutral % (n)	Disagree % (n)	Strongly Disagree % (n)	Total*
#19. Assessment of subject area courses alignment to state educator standards.	42% (26)	47% (29)	5% (3)	7% (4)	0% (0)	101% (62)
#21. Assessments for required topics in courses	31% (19)	57% (35)	11% (7)	2% (1)	0% (0)	101% (62)
#27. Field-based experience with diverse student populations.	66% (38)	33% (19)	0% (0)	0% (0)	2% (1)	101% (58)
#28. Field-based experience with a variety of educational settings.	54% (31)	39% (22)	5% (3)	2% (1)	0% (0)	100% (57)
#29. Participation in teaching practicum.	70% (39)	21% (12)	5% (3)	2% (1)	2% (1)	100% (56)
#31. Campus mentor during practicum.	79% (44)	16% (9)	4% (2)	0% (0)	2% (1)	101% (56)
#32. EPPs should provide mentor training.	49% (27)	26% (14)	18% (10)	4% (2)	4% (2)	101% (55)
#33. EPPs should provide supervision during practicum.	88% (50)	12% (7)	0% (0)	0% (0)	0% (0)	100% (57)
#34. EPPs should provide supervisor training.	79% (45)	19% (11)	2% (1)	0% (0)	0% (0)	100% (57)
#35. Regular formal observations by the supervisor.	84% (48)	16% (9)	0% (0)	0% (0)	0% (0)	100% (57)
#36. Timely feedback on their teaching from their supervisor.	86% (48)	14% (8)	0% (0)	0% (0)	0% (0)	100% (56)

\*Some percentages more than 100% due to rounding

Appendix M: *Continued*

	Strongly Agree % (n)	Agree % (n)	Neutral % (n)	Disagree % (n)	Strongly Disagree % (n)	Total*
#37. Participating students should receive informal observations and coaching by their supervisors.	77% (43)	20% (11)	4% (2)	0% (0)	0% (0)	101% (56)
#39. Educator Preparation Programs should establish benchmarks and assessment criteria for participating students.	60% (34)	32% (18)	5% (3)	2% (1)	2% (1)	101% (57)
#40. Participating students should be assessed throughout the program for the purpose of moving toward receiving certification.	67% (38)	28% (16)	4% (2)	2% (1)	0% (0)	101% (57)
#41. Educator Preparation Programs should assess student readiness for certification.	61% (35)	32% (18)	5% (3)	2% (1)	0% (0)	100% (57)
#42. Educator Preparation Programs should perform regular program evaluations to ensure effectiveness.	66% (36)	33% (18)	0% (0)	0% (0)	2% (1)	101% (55)

\*Some percentages more than 100% due to rounding.

## APPENDIX N: COMPLETE RESPONSES BY PROGRAM TYPE FOR LIKERT- SCALE QUESTIONS

U=University N=Non-University	Program Type Total	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
#1. COO responsible for EPP operations	U - (33) N - (23)	(3) (5)	(9) (7)	(5) (4)	(11) (4)	(5) (3)
#3. Advisory committee membership.	U - (31) N - (22)	(15) (15)	(14) (5)	(1) (2)	(0) (0)	(1) (0)
#4. Members' roles and responsibilities.	U - (31) N - (22)	(16) (14)	(15) (8)	(0) (0)	(0) (0)	(0) (0)
#5. Members' participation in program decisions.	U - (31) N - (22)	(1) (1)	(8) (6)	(5) (5)	(16) (10)	(1) (0)
#7. Members determine field-based experience.	U - (31) N - (23)	(2) (2)	(6) (10)	(9) (3)	(12) (8)	(2) (0)
#9. Admission criteria for accepting students.	U - (33) N - (24)	(29) (21)	(4) (3)	(0) (0)	(0) (0)	(0) (0)
#12. Subject-specific content test in lieu of coursework.	U - (33) N - (24)	(0) (5)	(6) (8)	(5) (6)	(17) (3)	(5) (2)
#13. Basic skills in reading, written communication and mathematics for program admission.	U - (32) N - (24)	(22) (17)	(7) (3)	(1) (3)	(1) (1)	(1) (0)
#14. Adequate oral communication skills for program admission.	U - (31) N - (24)	(20) (15)	(10) (7)	(0) (1)	(0) (1)	(1) (0)
#15. Screening process for program admission	U - (31) N - (24)	(14) (18)	(12) (5)	(3) (1)	(1) (0)	(0) (0)
#18. Subject area courses aligned to educator standards.	U - (33) N - (24)	(21) (15)	(10) (7)	(1) (1)	(1) (1)	(0) (0)
#19. Assessments to measure subject area course alignment to state educator standards.	U - (33) N - (24)	(13) (12)	(16) (10)	(1) (1)	(3) (1)	(0) (0)
#21. Assessments for required curriculum topics.	U - (33) N - (24)	(8) (8)	(20) (13)	(4) (3)	(1) (0)	(0) (0)
#27. Field-Based experience with diverse student population.	U - (33) N - (24)	(23) (15)	(9) (15)	(0) (0)	(0) (0)	(1) (0)

Appendix N: *Continued*

U=University N=Non-University	Program Type Total	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
#28. Field-based experience with variety of educational settings.	U – (32) N – (24)	(16) (15)	(14) (7)	(3) (1)	(0) (1)	(0) (0)
#29. Participation in teaching practicum.	U – (32) N – (24)	(25) (14)	(7) (5)	(0) (3)	(0) (1)	(0) (1)
#31. Campus mentor during practicum.	U – (32) N – (24)	(24) (20)	(6) (3)	(2) (0)	(0) (0)	(0) (1)
#32. EPPs provide mentor training.	U – (31) N – (24)	(15) (12)	(12) (2)	(3) (7)	(0) (2)	(1) (1)
#33. Supervision of participating students during practicum.	U – (33) N – (24)	(28) (22)	(5) (2)	(0) (0)	(0) (0)	(0) (0)
#34. EPPs provide supervisor training.	U – (33) N – (24)	(24) (21)	(8) (3)	(0) (0)	(0) (0)	(1) (0)
#35. Regular formal practicum observations by supervisor	U – (33) N – (24)	(27) (21)	(6) (3)	(0) (0)	(0) (0)	(0) (0)
#36. Timely feedback from supervisors.	U – (32) N – (24)	(27) (21)	(5) (3)	(0) (0)	(0) (0)	(0) (0)
#37. Informal observations and coaching by supervisors.	U – (32) N – (24)	(23) (20)	(8) (3)	(1) (1)	(0) (0)	(0) (0)
#39. Benchmarks and assessment criteria for participating students.	U – (33) N – (24)	(18) (16)	(12) (6)	(2) (1)	(0) (1)	(1) (0)
#40. Assessment of participating students throughout program.	U – (33) N – (24)	(20) (18)	(12) (4)	(1) (1)	(0) (1)	(0) (0)
#41. Assessment of participating students to determine readiness for certification.	U – (33) N – (24)	(18) (17)	(12) (6)	(3) (0)	(0) (1)	(0) (0)
#42. Regular EPP evaluations to ensure effectiveness.	U – (32) N – (23)	(20) (16)	(11) (7)	(0) (0)	(0) (0)	(1) (0)