Accountability System for Educator Preparation Programs

Field Supervision

TEA™
TExAS EDUCATION AGENCY
Talking Points

- Purpose/SB 174 Accountability for Educator Preparation Programs TAC §229
- Development of the survey for Standard 4
- Survey questions regarding field supervision
- Hot topics
- Reality check for observation forms
- Questions and Answers (MAYBE)
New accountability system for educator preparation programs

Four New Standards:

• (1) the results of certification examinations
• (2) beginning teacher performance based on an appraisal system adopted by SBEC
• (3) to the extent practicable, achievement, including improvement in achievement, of students taught by teachers in their first 3 years
• (4) compliance with SBEC rules regarding the frequency, duration, and quality of field supervision of first year teachers
Collection of Frequency and Duration

Input of observation information into TEA ASEP Database for each INTERN - field supervisor name, placement date, date of observation, start time — stop time, comments
Who to input into TEA Observation Database?

- **Interns**
  - YES
- **Student Teachers/Clinical Teachers**
  - NO
(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.
Texas Administrative Code Chapter 228

(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.
Consumer Information Website

- All information required in the Annual Performance Report of EPPs
- The average overall grade point, average grade point in specific subject areas, and average SAT, ACT, or GRE scores of all persons admitted to an EPP
- The degree to which person who complete an EPP are able to get teaching positions
- The extent to which EPPs prepare all teachers to effectively teach students with disabilities and limited English proficiency
The activities offered by EPPs that prepare teachers to integrate technology into instruction and to use technology to analyze and improve student achievement.

The perseverance of an EPP’s beginning teachers in the teaching profession, measured by the number who are contributing members of TRS three years after certification.

Results of required exit surveys of EPP completers evaluating the effectiveness of EPP preparation.

Results of surveys of school principals evaluating the effectiveness of EPP preparation based on their employment experience with EPP participants.
This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year! This is a Pilot Year!
Field Supervision Survey
Who Responds?

- Currently, emails are sent to all candidates who have applied for initial Standard Certificates by TEA.
- In the future, one of the steps in applying for an initial Standard Certificate will be to complete the survey.
Importance?

Your Field Supervision Performance will affect the Accreditation of your Educator Preparation Program
Development of the Survey

- The Texas Comprehensive Center at SEDL
- The Assessment and Accountability Center at WestEd
- The Institute for Evidence-based Reform (TIER)
- The National Comprehensive Center for Teacher Quality (TQ Center)
Think of the interactions you had with your Field Supervisor when answering the following questions:

- **Almost always** – All or almost all of the time the action was performed by the field supervisor
- **Frequently** – Most of the time the action was performed by the field supervisor
- **Occasionally** – Some of the time the action was performed by the field supervisor
- **Rarely** – Infrequently or never the action was performed by the field supervisor
To what extent did the Field Supervisor…

- Share with you the expectations for your performance in the classroom before each observation?
To what extent did the Field Supervisor…

- base observation feedback on the expectations for your performance in the classroom?
To what extent did the Field Supervisor…

• provide you a written report or checklist of his/her observations of your performance in the classroom?
Question

To what extent did the Field Supervisor...

- hold an interactive conference with you after each observation?
To what extent did the Field Supervisor... 

- offer feedback on your performance in the classroom within one week of the observation?
Questions

To what extent did the Field Supervisor…

• include specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom?
To what extent did the Field Supervisor... 

- respond to your needs, for example, help you to solve problems, develop an individualized plan, or act as your advocate?
To what extent did the Field Supervisor…

• provide multiple means for you to contact him/her, such as email, telephone, texting, video-conferencing, and face-to-face interaction?
Did you ever communicate with your Field Supervisor by email, text, or telephone call?

- Yes
- No

If **YES**, to what extent did your Field Supervisor respond to your communications, for example, email, text, or telephone call, within two school/business days?

If **NO**, go to the next question.
To what extent did the Field Supervisor…

• offer you opportunities to reflect on your performance in the classroom?
Question

To what extent did the Field Supervisor...

• ask you for ways he/she can support you?
Directions

Please select YES or NO in answering the following question about the **quantity** of field supervision received by the beginning teacher.
The Field Supervisor formally observed me teaching a minimum of three times.

- Yes
- No
The Field Supervisor observed me teaching for a minimum of 45 minutes during each formal observation.

- Yes
- No
• Please use the comment box to share your thoughts on any of the survey items or any other aspect of the survey.
Pilot Year

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What Happens After Pilot?

- Preliminary results will be shared with programs
- Stakeholder meetings
- Survey will more than likely be revised based upon the information that we get from respondents and stakeholders
- Survey will be incorporated for accountability purposes for real………. in the 2011-2012 academic year
- Standards for responses will be set and these will be used in determining accreditation status for Educator Preparation Programs
Hot Topics

Virtual formal observations/feedback conferences — Skype, etc.
Hot Topics

Out-of-State/Out-of-Country student teaching/internship
Standardized formal observation instrument used across state

- Would be developed with stakeholder input
- TEA would provide training – webinar, etc., for purpose of inter-rater reliability
- Training would be recorded on field supervisor TEA record
- Training would be required yearly
### Reality Check for Next Year’s Observation Forms

<table>
<thead>
<tr>
<th>Start Date of Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sure it is on supervisor log or on actual observation form</td>
</tr>
<tr>
<td>Time</td>
</tr>
<tr>
<td>Start and stop time of formal evaluation; start and stop time for interactive conference</td>
</tr>
<tr>
<td>Signatures</td>
</tr>
<tr>
<td>For field supervisor and candidate as evidence of completion</td>
</tr>
<tr>
<td>Principal Copy</td>
</tr>
<tr>
<td>Some way to document that principal received a copy of observation</td>
</tr>
</tbody>
</table>
Mentors/Cooperating Teachers

- They are an equal partner in preparing new teachers – Include them- (input, conferencing, frequent communications, etc.)

Coaching

- Document additional assistance and coaching consistently among all field supervisors
### Reality Check for Next Year’s Observation Forms

<table>
<thead>
<tr>
<th>Professional Classes</th>
<th>Similar to rules for initial certification…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 3 observations during practicum period</td>
</tr>
<tr>
<td></td>
<td>• Gradual release of candidate</td>
</tr>
<tr>
<td></td>
<td>• 45 observation (shadowing)</td>
</tr>
<tr>
<td></td>
<td>• Observations focused on standard for the class</td>
</tr>
<tr>
<td></td>
<td>• Written feedback/Interactive Conference</td>
</tr>
<tr>
<td></td>
<td>• Copy to Principal</td>
</tr>
<tr>
<td></td>
<td>• Coaching and support documented</td>
</tr>
</tbody>
</table>
Questions/Comments
Thank you for all of your support