

Regarding the edTPA certification initiative

March 17, 2022

Dear SBEC Members:

On March 7, 2022, Governor Greg Abbott directed Education Commissioner Mike Morath to create a task force to help school districts address ongoing staffing shortages. In his letter, Abbott acknowledges the critical role highly qualified teachers play in the education of Texas students and urgently directs stakeholders and experts to explore best practices for addressing this shortage. The task force is expected to “research the possibility of flexibility of certification” and “provide an update on initiatives at TEA that could help impact these vacancies.”

The undersigned, **who together represent a diverse set of more than 668,000 Texas stakeholders and experts across the educator pipeline**, are also deeply concerned about the impact of the educator shortage on Texas students. We submit this letter to you regarding edTPA, a certification initiative on the SBEC agenda, and one we believe will dramatically and negatively affect the teacher pipeline. Requiring edTPA as a high-stakes licensure exam for all candidates and preparation programs, which is the opposite of flexibility, would increase barriers to certification — especially for candidates of color and those experiencing financial challenges.

SBEC has engaged in robust discussions for several years regarding if and how to implement edTPA in Texas. Considering the current staffing crisis and the expressed importance of having highly qualified teachers in every classroom, the board has repeatedly called for space to consider alternatives. Despite this, agenda items have consistently adhered to a strict timeline of implementation, leaving the adoption of edTPA as a certification exam as the only option.

Accordingly, we respectfully request that you:

- Vote NO to the adoption of the proposed amendments to 19 TAC §230.21, which would mandate every candidate take the edTPA for certification.
- Direct TEA staff to propose rule text for TAC §228.40 that would require a performance assessment that meets specified criteria to be a mandatory component of preparation.

Vote NO on the proposed amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators, §230.21, Educator Assessment

We submit the following reasons for the NO vote:

1. **If adopted, the proposed amendments will require the use of edTPA as a certification exam required for licensure. This will preclude its use as a formative performance assessment, which is**

the intended use of the instrument, and an alternative approach discussed by the board at multiple convenings.

The board has engaged in many discussions regarding the utility of performance assessment to prepare educators for the classroom. Board members have also expressed interest in maintaining time and space to consider alternatives, including the use of performance assessment as a curricular requirement in Chapter 228, Educator Preparation Curriculum Requirements. Approving this item will render considerations about alternative approaches moot, since it establishes an edTPA certification exam as the only formalized route available.

2. The use of edTPA as a certification exam will reduce the supply and diversity of the teacher workforce.

Peer-reviewed research and the experiences of other states show that due to language and technology bias, Hispanic teachers are three times as likely to fail the exam and Black candidates perform at lower levels than other candidates. The implementation of edTPA has also been shown to accelerate the decline of teacher production overall. Few states have implemented edTPA as the sole licensure option, and many have since discarded it in favor of more flexible, yet rigorous, curricular-based preparation options. Specific reasons these states have given for eliminating edTPA include the negative impact on the teacher pipeline, the negative impact on the diversity of the teacher pipeline, and the creation of unintended barriers and burdens (including financial) to teacher candidates.¹

3. Using edTPA as a certification exam is not in the best interest of Texas students.

The edTPA has not been shown to improve student learning. Implementation of edTPA has also been shown to result in the decline of clinical placements in classrooms serving larger percentages of harder-to-educate students, because the unique needs of these populations conflict with the edTPA rubric expectations.²

Additionally, edTPA is not aligned to Standard 4 of the T-TESS rubric, which covers Professional Responsibilities including the Texas Educator Code of Ethics and the responsibility to contact parents and guardians regarding students. Furthermore, edTPA does not assess the day-one readiness of 69% of first-year Texas teachers because their certification route puts them in the classroom as teacher of record before they are fully certified.³

Direct TEA staff to draft rule text for Chapter 228.40 that requires teacher candidates to successfully complete a locally scored performance assessment (which could include edTPA) prior to recommending standard, intern, or probationary certification. Suggested rule text is included as an addendum to this letter.

Implementing this alternative rule text would:

¹ Goldhaber, Cowan, and Theobald, 2017; Marder & Rhodes, 2018; Chung & Zho, 2021

² Chung, 2020; Chung & Zho, 2021; Marder & Rhodes, 2018; Greenblatt & O'Hara, 2015

³ Van Overschelde, 2022

- Require all teachers to be assessed for day-one readiness prior to entering the classroom, rather than at the licensure stage, when most candidates are already teaching
- Better prepare educators through a statewide support-and-growth model
- Allow for external evaluation of teacher candidates
- Allow EPPs the option to select edTPA as the performance assessment for the Chapter 228.40 requirement
- Better reflect the intended use of the edTPA instrument as a formative assessment rather than a high-stakes licensure exam
- Keep the door open for developing improved certification exams in Texas

These requests are not in opposition to the use of edTPA, but rather seek to ensure the proper placement of a performance assessment in the teacher preparation process. **To ensure the greatest benefit to educators and students, performance assessments should be used formatively within a preparation program, NOT as a certification exam.**

Together, we the undersigned have a vested interest in creating systems that prepare educators for day-one readiness, and we agree that a performance assessment has a critical place in teacher preparation as a tool to grow and develop novice teachers. We believe the implementation of a performance assessment as a certification exam required for licensure would be an inappropriate and potentially harmful use of a valuable method for assessing teacher candidate readiness for the classroom. Moreover, given an alarming and growing number of staffing shortages impacting classrooms across the state, as most recently underscored by the Governor’s urgent letter, it is incumbent on this board to act responsibly in the moment.

Respectfully submitted on behalf of the undersigned,

Name	Title	Organization
Educator and Educator Preparation/Higher Education Organizations and Associations		
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Holly Eaton	Director of Professional Development and Advocacy	Texas Classroom Teachers Association (TCTA)
Carrie M. Griffith	Policy Specialist	Texas State Teachers Association (TSTA)
Kelsey Kling	Government Relations Specialist & Policy Analyst	Texas American Federation of Teachers (AFT)
DeAnna Jenkins	President	Texas Association of Colleges of Teacher Education (TACTE)
Cynthia Savage	President	Education Deans of Independent Colleges and Universities of Texas (EDICUT)
Gina Anderson	President	Associate and Assistant Deans and Directors of Texas Colleges of Education (ADoT)
Virginia Fender	Executive Director	Texas Association of Teacher Educators (TxATE)

Shereah L. Taylor-Love, EdD	President-Elect	Texas Association of Community College Teacher Education Programs (TACCTEP)
Heather Doyle	President	Texas Coordinators for Teacher Certification Testing (TCTCT)
Susan Sharp	President	Texas Association of Certification Officers (TACO)
Alycia Maurer	President	Texas Directors of Field Experience (TDFE)
Steven Johnson	President	Independent Colleges and Universities of Texas (ICUT)
Perry Crafton	President	Texas Educational Theatre Association (TETA)
Robert Floyd	Executive Director	Texas Music Educators Association-College Division (TMEA)
Rachelle D. Rogers	President	Central Texas Council of Teachers of Mathematics (CTCTM)
Jacqueline M. Ingram	Vice President	Texas Association for Literacy Education (TALE)
Amy Jordan	Executive Director/Chapter Director	Texas Thespians
Dr. Lolly Guerra	Executive Director	Texas Association for School Personnel Administrators (TASPA)
Kristin McGuire	Director of Governmental Relations	Texas Council of Administrators of Special Education (TCASE)
Jennifer Vandenbrook	President	Texas School Counselor Association (TSCA)*
* The Texas School Counselor Association would like to provide the following justification for their signature on this letter: "Because all certified school counselors in Texas must first enter the education field as teachers, we recognize that barriers to teacher certification may lead directly to shortages in school counselors."		
Higher Education and Educator Preparation Program Representatives		
Glenda Ballard	Associate Vice President for Academic Affairs	St. Edward's University
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Linda Stromberg	Principal Lecturer	University of North Texas
Rossana Boyd	Principal Lecturer	University of North Texas
Sarah Pratt	Lecturer	Baylor University
Gae Connally	Lecturer	Baylor University
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Amanda Neal	Instructor	McMurry University
Jo Oestreich	Educator	Texas State University
Karon Lecompte	Teacher and taxpayer	Baylor University
Brenda Davis	Lecturer	Baylor University
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Heather Steen	University Instructor and Supervisor	University of North Texas
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Betsy Burnett	Superintendent	Mart ISD
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Dr. Tammy Boyette	Superintendent	Warren ISD
Erin Warren	Superintendent	Luling ISD
Georgeanne Warnock	Superintendent and Parent	Terrell ISD
Shaun McAlpin	Superintendent	Orangefield ISD
Cheryl Burns	Superintendent	Smithville ISD
Michelle Cavazos	Superintendent	Gregory-Portland ISD
Joe Young	Superintendent	Brownwood ISD
Tabitha Branum	Interim Superintendent	Richardson ISD
Peter Perez	Deputy Superintendent	Elgin ISD
Barbara Ybarra	Associate Superintendent	Bryan ISD
Madalyn Maresh	Assistant Superintendent	Edna ISD
Adrian Knight	Assistant Superintendent	Spring Hill ISD
Greg Watson	Assistant Superintendent	Gilmer ISD
Dawn Harris	Assistant Superintendent	Gilmer ISD
Shannon Saylor	Assistant Superintendent	Aubrey ISD
Robert Stewart	Assistant Superintendent	Denton ISD
Amanda Wallace	Assistant Superintendent of Personnel	Henderson ISD
Rhonda Dillard	Assistant Superintendent of Human Resources	Frenship ISD
Kelly Legg	Assistant Superintendent for Instruction	Dumas ISD
Brett Beesley	Assistant Superintendent for Personnel	Dumas ISD
Al A. Rodriguez	Assistant Superintendent - Human Capital	Elgin ISD
Elisabeth Goodnow	Assistant Superintendent of Teaching and Learning	Elgin ISD
Sarah Borowicz	Assistant Superintendent of Teaching and Learning	Elgin ISD
Jennifer Hanna	Chief Financial Officer	Del Valle ISD

Dina D. Edgar	Chief Financial Officer	Bastrop ISD
Derrell Coleman	General Counsel	Terrell ISD
Dr. Charla Rudd	Chief Academic Officer for Acceleration	La Vega ISD
Cassandra Hatfield	School Board Member, Parent, Adjunct Lecturer	Carrollton Farmers Branch ISD, Southern Methodist University
Jennifer Murphy	Elected Trustee/Taxpayer/Parent & Director of Foundation Relations	Northwest ISD/Texas Wesleyan University
Connie Puente	Human Resources Administrator	Garland ISD
Kala Moore	Chief Human Resources Officer	Jacksonville ISD
Sherry Reville	Director of Human Resources	Quinlan ISD
Christy McWhorter	Human Resources Coordinator	Eagle Mountain-Saginaw ISD
Renee Pentecost	Director for Human Resource Services	Little Elm ISD
Greyden Barnett	Director of Human Resources and Student Services	Arlington Classics Academy
Karry Chapman	Chief of Human Capital	Grand Prairie ISD
Claire Amos	Human Resources Coordinator	Conroe ISD
Calvin Itz	Director of Employee Relations and Professional Staffing	Belton ISD
Lindsay Slaten	Director of Human Resources	Hallsville ISD
Angela Behrens	Human Resources Coordinator	Bryan ISD
Carol Cune	Executive Director of Human Resources	Bryan ISD
Brian Kroeger	Executive Director of Human Resources	Splendora ISD
Brandon Chandler	Chief Human Resources Officer	Gregory-Portland ISD
Max Flores	Executive Director of Human Resources	South San Antonio ISD
Melissa Hefty	Director of Recruitment and Retention	Wylie ISD
Sharon Fuery	Executive Director of Human Resources	Southside ISD
Melanie Ferguson	Director of Human Resources	Pine Tree ISD
Elizabeth Rowe	Executive Director of Human Resources	Chapel Hill ISD
Monet S. Brown	Director of Personnel	Whitehouse ISD
Kishawna Wiggins	Recruitment Coordinator	Garland ISD
Heather Attaway	Human Resources Coordinator	Jacksonville ISD
Jared Sidney	HR Administrator	Kilgore ISD
Amber Berger	Director of Human Resources	Columbus ISD
Christine M. Corson	Human Resources- Recruitment/Retention	Conroe ISD
Amy Broaddus	Director of Human Resources	Kilgore ISD
Stephanie Marcho	ISD Certification Specialist	Eagle Mountain-Saginaw ISD
Leigh Barrera	HR Receptionist	Eagle Mountain-Saginaw ISD
Dr. Brandie J. Buford	District Director of Accountability and Testing	The Varnett Public School
Michelle Owings	Business Manager	May ISD
Gabriel Sanchez Ramiro	Coordinator, Student Teacher and Special Initiatives	Dallas ISD
Sarah Troyer	Director of Student Services	Moody ISD
Julie Stephens	Curriculum Coordinator	Waxahachie ISD/Texas Council of Teachers of Mathematics
Shelly Hubbard	Curriculum Coordinator	Midlothian ISD

Sara Barrett	Site Coordinator serving at Cesar Chavez Middle School	Waco ISD
Heidi M Lambert	Director of Evaluations	Austin ISD
John Young	Director of Fine Arts	Terrell ISD
Andrea White	Administrator/Director	Eagle Mountain-Saginaw ISD
Jessica Wilkinson	Administrator	Trinity School of Texas
Gena Ayers	Principal	Wichita Falls ISD
Kimberly Kemp	Principal	Gilmer ISD
William Bradshaw	Principal	Gilmer ISD
Gina Treadway	Administrator	Gilmer ISD
Ryan Pate	Administrator	Gilmer ISD
Clint Glaesmann	Principal	Midway ISD
Robert Scott Allen	Administrator	Arts Schools Network
Rebekah Mechell	Principal	Waco ISD
Sara Laughlin	Administrator	Robinson ISD
Jennifer Lundquist	Principal	Robinson ISD
David McCauley	Administrator	Temple ISD
Karen Jackson	Administrator	Del Valle ISD
Helen D Garcia	Administrator	Del Valle ISD
Jeffri Orosco	Administrator	Elgin ISD
Nicole Brown	Principal	Del Valle ISD
Stan Williams	Principal	Dumas ISD
Andrea Cox	Administrator	Dumas ISD
Carl Clements	Administrator	Dumas ISD
T.J. Funderburg	Administrator	Dumas ISD
Ricardo Reyes	High School Principal	Elgin ISD
Stacy Loftin	Principal	Brownwood ISD
Robert Block	Administrator	Elgin ISD
Mandy Johnson	Principal, Castleman Creek Elementary	Midway ISD
Jodi Alderete	Administrator	Jacksonville ISD
Kim Henson	Administrator	Rusk ISD
Suzanne Eiben	Administrator	Palestine ISD
Stefanie Jardine	Counselor	Northwest ISD
Hope Bearden	High School Counselor	Early ISD
Buddie Groom	School Counselor	Early ISD
Elizabeth Rogers, PhD	Professional School Counselor, Adjunct Professor	Lubbock ISD
Jaclyn Pedersen	Director of Curriculum, Adjunct Faculty School of Education	UT Tyler University Academy
Tina Anderson	PDS Site Coordinator, Bells Hill Elementary	Waco ISD
Lindy Ermoian	PDS Site-Based Coordinator	Midway ISD
Amber Watson	Instructional Coach	Gilmer ISD
Diane Thomas	Instructional Coach	Gilmer ISD
Alise Nolan	Instructional Coach	Gilmer ISD
Buffy Massey	Instructional Coach	Gilmer ISD
Lydia Klespis	Instructional Coach for Math/Science	Willis ISD

Amy Davis	Instructional Specialist	Gilmer ISD
Jennifer Bowland	Dyslexia Specialist	Leander ISD
Marty Cardenas	Math Facilitator	Grand Prairie ISD
Shelby Tibbitts	Instructional Coach	Brownwood ISD
Kristi Owen	Instructional coach/ former teacher and admin	Brownwood ISD
Samantha Rector	Instructional Coach/Administration/Educator	UT Tyler University Academy
Keeley Kinder	Instructional Coach	Northwest ISD
Laura Hilbig	Instructional Technology Coach	UT Tyler University Academy
Kay Downing	Library Media Specialist	Northwest ISD
Nereida Cenicerros	ARD Facilitator/ LSSP Practicum Candidate	Brownwood ISD
Dr. Teddi Martin	Teacher; professor	Frisco ISD, University of Texas at Arlington
Teresa Menard	Teacher (of 25 years) AND parent of current student teacher who has completed edTPA	Arlington ISD
David Williams	Teacher	Keller ISD
Wendy H. Rice	3rd grade ELA/SS Teacher	Tomball ISD
Claire Batson	Teacher	Conroe ISD
Donna Martinez	Teacher	Midway ISD/Baylor
Erica Bowman	Teacher	Klein ISD
Courtney Ricr	Teacher	Goose Creek Consolidated ISD
John W. Carroll	Teacher	Ector County ISD
Darby Smith	Teacher	Lufkin ISD
James Sowell	Teacher	Prairiland ISD
Kaylee Greene	Teacher	Nacogdoches ISD
Dr. Bryan Beaver	Teacher/Administrator	Pine Tree ISD
Jessica Maynard	Teacher	Nacogdoches ISD
Carolyn Bugg	Teacher	Cypress-Fairbanks ISD
Melissa Rodriguez	Teacher/Administrator	Aledo ISD
Eileen Salinas	Teacher	Austin ISD
Sean P. Douglas	Teacher	Cuero ISD
Abigail G. Ramford	Teacher	Lamesa ISD
Sarah Mayne	Teacher	El Paso ISD
Elida Borrego	Teacher	Nacogdoches ISD
Michelle Beam	Teacher	Waco ISD
Katherine Midgett	Teacher	Robinson ISD
April Eide	Teacher	Robinson ISD
Sherla Ashby	Teacher	Lone Oak ISD
Hailey Olivaz	Kindergarten Teacher	Lewisville ISD
Alisa Keen	Teacher	Waco ISD
Kirsten Brown	Teacher/taxpayer	Lewisville ISD
Karen Reeves	Teacher	Waco ISD
Nicole Fanning	Teacher	Midway ISD
Jessica Hogg	Teacher	Midway ISD

Ailsha Devlin	Teacher	Midway ISD
Alyssa Grammar	Teacher	Waco ISD
Mary Jane Dean	Teacher	Gilmer ISD
Barry T. Horst	Teacher	Waco ISD
Lisa Christopherson	Special Education Teacher	Licensed TX educator
Shawn Bailey	Teacher	Midway ISD
A'Lann Truelock	Teacher/Administrator	Hondo ISD
Gaylan Mitchell	Teacher	Early ISD
Katie Vernon	Teacher	Early ISD
Kelley Griffin	Teacher	Early ISD
Roy D. Jones	Teacher	Early ISD
Stephanie Bailey	Teacher	Robinson ISD
Jolene Terry	Life Skills Special Ed Teacher	Heartland Co-op, Early ISD
Heather Avera	Teacher, The Compass Center	Jacksonville ISD
Diane Guillory	Teacher	Silsbee ISD
Hattie Criswell	Teacher	Livingston ISD
Sonya Terry	Teacher	New Caney ISD
Sarah Duncan	Preschool Teacher	Mobberly MDO
Rachel Acker	Teacher	Brownwood ISD
Nicole Davis	Teacher	Northwest ISD
Celeste Wise	Teacher	Speech and Language Office
Crysten Millican	Teacher	New Diana ISD
Deanna Phillips	Teacher	Northwest ISD
Brandon Bailey	Teacher/Coach/Parent/Taxpayer	Northwest ISD
Alicia Hughes	Teacher	Northwest ISD
Kelli Kelsey	Teacher	Northwest ISD
Wendall Bass	Teacher	Northwest ISD
Lindsey Davis	Teacher	Northwest ISD
Melissa Burns	Teacher	Northwest ISD
Abigail Hicks	Teacher	Jacksonville ISD
Abigail Dean	Head Start Teacher	Jacksonville ISD
Kylee Howard	Teacher	FLCA
Sandy Baumy	Teacher, Tidwell Middle School	Northwest ISD
Lauren Bristow	Teacher/Middle School ELA	Northwest ISD
Brad McGann	Teacher/Coach	May ISD
Codi Perkins	High School Agricultural Science Teacher	May ISD
Angie Henderson	Teacher	May ISD
Bridjett Dail	Teacher	May ISD
Christy Smith	Teacher	May ISD
Ray Vanderford	Teacher	May ISD
Organizations that Represent Children, Families, and Teachers		
Suzi Kennon	President	Texas PTA
Lizdelia Pinon	Education Associate	Intercultural Development Research Association (IDRA)
Steven Aleman	Senior Policy Specialist	Disability Rights Texas
Charles Luke	Co-Director	Pastors for Texas Children

Community Members		
Mike Sharp	Retired Educator (43 years)	Individual/Taxpayer
Carrie Klass	Taxpayer, Parent	McKinney ISD
Russell Gray	Student Teacher	Letourneau University
Lynn Kalbfleisch	Taxpayer	Fort Worth ISD
Denise Amy Baxter	Parent	Carrollton-Farmers Branch ISD
Megan Stewart	Taxpayer	Waco ISD
Megan Speicher	Student Teacher	LeTourneau University
Sarah Feeck	Student Teacher	LeTourneau University
Rick Ward	Taxpayer	Northwest ISD
Anita Sundrani	Doctoral Student	University of Houston
Maydee Rosario	Taxpayer	
Katherine Clay	Parent; Taxpayer	Nacogdoches ISD
Brookly Haley	Clinical Teacher / College Student	Concerned Citizen / LeTourneau University Student
Tim Kennedy	Campus Director and Corporate Project Manager	CodeBoxx Technology Schools
Shannon Hewgley	Parent	University of Texas at Austin
Pamela Temple	Parent	Denton ISD
Marcia Montague	Parent	Bryan ISD
Mary Ward	Taxpayer	Northwest ISD
Bertha Torres	Parent and Taxpayer	Fort Worth ISD
Maydee Rosario	Taxpayer	
Nicole Weinberg	Doctoral Student in Curriculum Studies	Texas Christian University
Brigitte Munguia	Student Teacher	Texas Woman's University
Deborah Wade	Taxpayer	
Angel Rodriguez	Parent and Taxpayer	Everman ISD
Beth Ward	Taxpayer	Northwest ISD
Elizabeth Kaye	Professor	
Karrabi Malin, EdD	Parent	Grapevine-Colleyville ISD
Camden Carroll	Taxpayer	Duncanville ISD
Caed Liebengood	Student	Longview ISD
Gabriela Pitman	Clinical Teacher	LeTourneau University
Faith Reeves	Taxpayer	LeTourneau University
Bailey Devendorf	University Student	Longview, Texas
Ruth Cartwright	Student Teacher	LeTourneau University School of Education
Makayla Simmons	University Pre-Service Teacher	Letourneau University
Jonathan Cross	Taxpayer	LeTourneau University
Olivia Russell	Concerned Citizen	LeTourneau University
Ryan Ehresman	Concerned Citizen	LeTourneau University
Guadalupe Villarreal	Teacher Assistant	
Bailey Frye	Concerned Citizen	Letourneau University
Christian Derr	College Student	LeTourneau University
Jaclyn Ramirez	College student	Letourneau University
Hilary Cartwright	Parent	Kountze ISD
Luke Brady	Taxpayer	Longview

Stephen Cartwright	Parent	Kountze ISD
Daniel Musgrove	Student	LeTourneau University
Karee Huggins	Parent, Tanglewood Elementary	Fort Worth ISD
Kimberly Caley, Ed.D.	Former teacher/principal/assistant superintendent of HR (Retired 12/2021)	Northwest ISD (Retired 12/2021)
Marion Klein	Retired teacher	Dallas ISD
Dr. Kay Kuner	Retired Teacher Educator	Retired from Garland ISD, worked with Region X, School of Education SMU
Tony Price	Superintendent (retired)	Fairfield ISD
Connie Johnson	Taxpayer	Fairfield ISD
Melissa Bulls	Parent	Wylie ISD
Ellen W. Winn	Retired Teacher	
Victoria Cleavinger	Clinical Teacher	University of Houston-Clear Lake
Natalie Elizondo	Teacher Candidate	
Andreanna Cornett	Parent	Barbers Hill ISD
Deya Garcia	Student teacher	University of Houston-Clear Lake
Mireya I. Cortes	University Student	University of Houston-Clear Lake
Angelica Abreu	Paraprofessional, ESL aide	
Samuel Goff	Parent	Brownwood ISD
Megan Froese	Future teacher	Howard Payne University
Linsey Piper	Student	Howard Payne University
Katherine Hughes	Future teacher	Howard Payne University
Maryett Vansau Thompson	Volunteer	Texas Christian University
Daniel Hutson	Taxpayer	TexasBank
Audra Guereca	Parent	Joshua ISD
Tracy Fisher	School board member and parent	
Bryce Brown	Parent	Robinson ISD
Trinity Blockmon	Student teacher	CCISD
Samantha Nino	Taxpayer	Goose Creek Consolidated ISD
Mezhdulene Bsaiso	Student teacher	University of Houston-Clear Lake
Cindy Andrade	Student teacher	University of Houston-Clear Lake
Victoria Sandoval	Student	University of Houston-Clear Lake
Suzan McBride	Retired teacher	Lifetime member of TSTA/NEA
Leslie Wilson	Taxpayer	VISD
Audrianna Slowey	College Student/future teacher	University Of Houston-Clear Lake
Frances E. Wright	Taxpayer	Lumberton ISD
Frances English Wright	Taxpayer	Lumberton ISD
Trent Goree	Parent	Rockwall ISD

Adelina Sustaita	Parent	Goose Creek ISD
Kaitryn Johnson	Teacher/concerned citizen	Letourneau University
Alyssa Amaral Back	Parent	
Jesus Licon	Retired teacher	EPISD
Trinity Blockmon	Student teacher	CCISD
Rosa Munoz	Student	Howard Payne University
Sharon Bailey	Administrative Assistant, COPE Educator Preparation Program	Texas Woman's University
Tracey Jones	Parent	Midway ISD
Cindy Blackstock	School Employee/Taxpayer	Eagle Mountain-Saginaw ISD
Michelle Brasher	Parent, Business Owner, Taxpayer	Brownwood ISD
Camryn Thibodeaux	Taxpayer / Prospective Teacher	Fort Worth ISD
Craig Stone	Grandparent	Retired

TAC 228.40

(a) To ensure that a candidate for educator certification is prepared to receive a standard certificate, the educator preparation program (EPP) shall establish benchmarks and structured assessments of the candidate's progress throughout the EPP. Each educator preparation program that provides training to candidates seeking certification as a classroom teacher shall create or select a performance assessment for use under this section.

The performance assessment must:

(1) engage the staff of a candidate's EPP, school personnel, and other stakeholders in the assessment process.

(2) be valid and reliable, including establishing and monitoring inter-rater reliability with no less than 10% of performance assessments evaluated externally;

(3) evaluate the candidate in the areas of planning, instruction, assessment, and professional practices and responsibilities, including adherence to the Texas Educator Code of Ethics (TAC 247);

(4) measure the candidate's skills and knowledge related to the Texas teacher standards (TAC 235);

(5) include:

(A) demonstrations of instructional practice, submission of student artifacts, and submission of assessments that the teacher uses to measure student learning.

(B) evidence of, through video or other means, the teacher's ability to implement and use specific content pedagogy and research-based instructional strategies to positively impact student learning.

(C) a progression of formative tasks focused on growth and feedback, which leads to a summative task; and

(D) a self-reflection of the candidate's instructional practices;

(5) include scoring criteria and feedback that:

(A) observes the candidate's instruction of students in the content and grade band of the certification the candidate is seeking;

(B) analyses of the teacher's decision-making processes and the ability of the teacher to appropriately identify rigorous, aligned content and instruct students in the teacher's content area/grade level assignment.

(C) analyses of the ability of the teacher to adjust instruction to meet the needs of students based on contextual factors, knowledge of students, and data. and

(D) reviews artifacts in the candidate's portfolio including lesson plans, student work samples, and feedback samples;

(6) provide specific and targeted feedback to improve the candidate's instructional practices; and

(7) require a minimum satisfactory level of performance, determined by the Educator Preparation Program, for the candidate to be recommended for an intern, probationary, or standard teacher certificate.

(A) If the candidate qualifies as a late hire under TAC 228.2, the performance assessment must be successfully completed within the first 30 school days after the assignment begins.

(8) include scoring criteria and feedback that allows a candidate to resubmit components of the performance assessment.

(b) An EPP is responsible for ensuring that each candidate is adequately prepared to pass the appropriate content pedagogy examination(s) required for certification, unless that content pedagogy test is used for admission purposes.

(c) Upon the written request of the candidate, an EPP may prepare a candidate and grant test approval for a classroom teacher certificate category other than the category for which the candidate was initially admitted to the EPP.

(d) An EPP shall determine the readiness of each candidate to take the appropriate certification examination of content, pedagogy, and professional responsibilities, including professional ethics and standards of conduct. An EPP shall not grant test approval for a certification examination until a candidate has met all of the requirements for admission to the EPP and has been contingently or formally admitted into the EPP. An EPP may make test approval contingent on a candidate completing additional coursework and/or training to show that the candidate is prepared to pass the test if the candidate is seeking test approval from the EPP in an area where the standards and/or test changed since the candidate completed the EPP or if the candidate has returned to the EPP for test approval five or more years following the academic year of completion.

(e) For the purposes of EPP improvement, an entity shall continuously evaluate the design and delivery of the EPP components based on performance data, scientifically-based research practices, and the results of internal and external feedback and assessments.

(f) An EPP 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 a candidate completes, withdraws from, or is discharged or released from the program.