

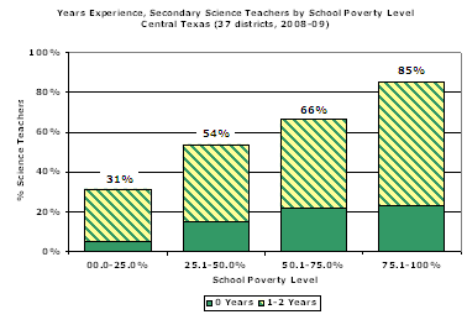
CTCEP- The Central Texas Council on Educator Preparation: Aligning Teacher Preparation Systems for Powerful Outcomes

The Challenge

Central Texas is focused on creating a highly effective teaching pipeline that will serve the needs of an ever-increasing and diverse community of students. In order to increase student learning and improve academic outcomes, highly-qualified and well-trained teachers must be available to every student and every teacher in our region.

In the Central Texas Region, more than 75% of mathematics educators in high-poverty schools have been teaching for fewer than three years making academic and experiential training an essential element of success. For science the numbers are more sobering with 85% of all science educators in their first three years of experience.

85% Science Teachers in CTX High Poverty Schools Have Less than 3 Years Experience



Source: Ed Fuler, School of Education, University of Texas-Austin

Spurred by the need to examine and address teacher quality, “The Future of Educator Accountability: A Forum on 21st Century Higher Education”, an event hosted by E3 Alliance and the Austin Area Research Organization (AARO) joint Higher Education Committee, it became clear that there is need for school districts and educator preparation programs to collaborate and jointly own the effort to produce highly qualified teachers. In addition, a recent qualitative study conducted by E3 Alliance to identify best practices for a rapidly increasing population of English Language Learner (ELL) students identified the need to better prepare early-career teachers to address the learning needs of ELL students. The study notes:

“Teachers at ELL Bright Spot schools say professional development (PD) that is skills-based, grade-level specific, and related to the classroom challenges that they face daily, is critical. New teachers note the importance of PD in bridging the gap between their training and the challenges in the classroom.”

In response to a clear call to action, the Central Texas Council on Educator Preparation was created by E3 Alliance to bring together school district personnel, including representatives from Human Resources / Human Capital departments as well as Educator Quality departments, and Educator Preparation Program personnel, from both university and alternative certification programs, to create a common agenda, align systems, and strengthen organizational strategies to enhance teacher preparation, teacher success, and ultimately student achievement.

Common Agenda

The Council’s purpose to enhance and strengthen the conversations between districts and the organizations that prepare teachers for employment with the following objectives:

Administrative Objectives	Create and Implement Common Systems (EPPs and Districts)	Develop and Implement Common Standards (EPPs and Districts)	Support Continuous Feedback and Refinement (EPPs and Districts)
<ul style="list-style-type: none"> Build a strong collaborative Define yearly goals Develop strategic messages Develop Strategic Partnerships 	<ul style="list-style-type: none"> Coordinated Timelines Coordinated Expectations Coordinated Contracts 	<ul style="list-style-type: none"> Standards for Mentor Teachers Standards for classroom experiences 	<ul style="list-style-type: none"> Continued Support/Collaboration and Communication Evaluative Feedback Surveys/Focus Groups Forums for sharing results

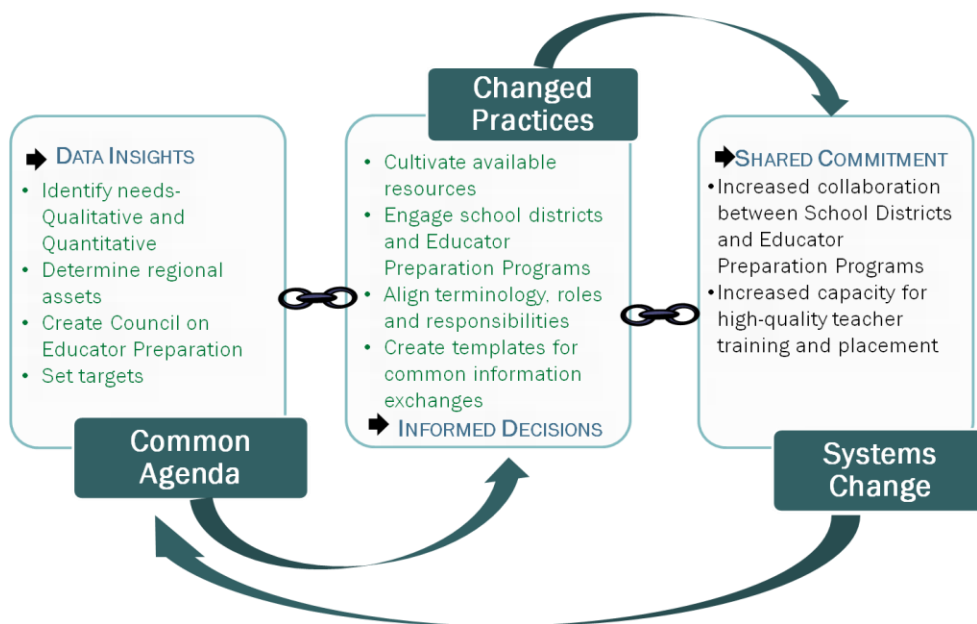
To address disparities in descriptions and terminology across programs and districts, the Council works to create clear definitions and alignment of the language, roles, and responsibilities of Districts and Educator Preparation Programs in the region.

Changed Practices

Discussion at the *Educator Accountability Forum* revealed a lack of communication, resources, and expectations for success between teacher preparation programs and the school districts with whom they work. The Council provides the opportunity for collaboration among the groups that has rarely happened before. Topics include clarifying and coordinating expectations for observations, field-visits and student teaching, curriculum standards, district specific scope and sequence, special populations training, data-platforms, and evaluation systems.

In an effort to transform conversations into resources, the Council has created multiple templates that provide an effective communications platform between organizations. For the Educator Preparation Programs, a template is completed by the school district that includes all of the expectations for students participating in schools as pre-service teacher. For school districts, a template is created by the Educator Preparation program that includes all of the requirements for each type of observation of field-based experience and the intended outcomes of each.

Teacher Preparation Systemic Alignment



Systems Change

The creation of the templates and the continued collaboration of the Council is leading to changed practices in the teacher preparation arena. Open lines of communication are providing the opportunity to increase the capacity for high-quality teacher training and placement in Central Texas with the hope that teacher quality and student achievement will be positively impacted. In addition, the tools and resources developed by the Council will ultimately be shared to other regions around the state and nation to align systems at scale.

For more information, contact Hannah Gourgey at E3 Alliance – hgourgey@e3alliance.org (512) 223-7241