

Senate Bill 174 Requirements	PACE Data	ScOPE Framework Operational Definitions
<p>21.045(a)(3) - achievement, including improvement in achievement, of students taught by beginning teachers for the first three years following certification, to the extent practicable.</p> <p>21.045(c) - The board shall propose rules establishing performance standards for the Accountability System for Educator Preparation for accrediting educator preparation programs. At a minimum, performance standards must be based on Subsection (a). The board may propose rules establishing minimum standards for approval or renewal of approval of: (1) educator preparation programs; or (2) certification fields authorized to be offered by an educator preparation program.</p>		<p>Impact on P-12 Learning – <i>Impact on P-12 Learning</i> is the contribution and/or influence that a teacher has on the learning demonstrated by the P-12 students as a result of the teacher’s interactions with the students.</p>
PROFESSIONAL OUTCOMES		
Teacher Placement, Induction, and Retention		
<p>21.045(b)(5) - the number of candidates employed in the profession after completing the program</p>	<p>Section II: University and Teacher Education Trends, D.2 – D.5</p>	<p>Teacher Placement – <i>Teacher Placement</i> is the systematic process of guiding new teachers into teaching assignments that will maximize the new teacher’s opportunity to succeed.</p>
<p>21.045(b)(4) - the number of candidates completing the program; (5) the number of candidates employed in the profession after completing the program; (6) the number of candidates retained in the profession</p>	<p>Section II: University and Teacher Education Trends, D.2 – D.4</p>	<p>Teacher Induction – <i>Teacher Induction</i> is the process of providing support to beginning teachers through effective university mentoring and professional development activities</p>
<p>21.045(b)(6) - the number of candidates retained in the profession</p> <p>21.0452(b)(6) - the perseverance of beginning teachers in the profession, as determined on the basis of the number of beginning teachers who maintain status as active contributing members in the Teacher Retirement System of Texas for at least three years after certification in comparison to similar programs</p>	<p>Section II: University and Teacher Education Trends, D.5 and E.5</p>	<p>Teacher Retention – <i>Teacher Retention</i> is a measure of whether or not a teacher remains employed subsequent to the initial year of employment.</p>
<p>21.045(a) - e board shall propose rules establishing standards to govern the approval and continuing accountability of all educator preparation programs based on the following information that is disaggregated with respect to sex and ethnicity: (1) results of the certification examinations prescribed under Section 21.048(a); (2) performance based on the appraisal system for beginning teachers adopted by the board; (4) compliance with board requirements regarding the frequency, duration, and quality of structural guidance and ongoing support provided by field supervisors to beginning teachers during their first year in the classroom</p>	<p>Section I.B: Educational Trends, B.1 and B.2</p>	<p>Beginning Teacher Expertise – <i>Beginning Teacher Expertise</i> is a measure that represents the extent to which a newly certified teacher is able to demonstrate the knowledge, skills, and dispositions necessary to succeed as a new professional educator</p>

21.045(b)(4) - the number of candidates completing the program	Section II: University and Teacher Education Trends, C.1 – C.5	Teacher Production – <i>Teacher Production</i> is simply a count of the number of beginning teachers in each area of certification (teaching field) recommended for certification by a preparation entity in a specified year that begins on September 1, and ends on August 31 of the following year
21.045(2)(a) - To assist persons interested in obtaining teaching certification in selecting an educator preparation program and assist school districts in making staffing decisions, the board shall make information regarding educator programs in this state available to the public through the board's Internet website 21.0452(b)(8) - the results of surveys given to school principals that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom, based on experience with employed program participants. Data Elements II(2)(a) – training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends; (b) training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.	Areas of “need” can be identified.	P-16 Partnership Engagement Level – <i>P-16 Partnership Engagement Level</i> is a measure of the depth and breadth of purposeful and systematic activities in one or more Programmatic Impact Functions that are collaboratively planned and implemented by a university's teacher preparation program and one or more P-12 school partners. The Programmatic Impact Functions for which partnerships may be developed and implemented are: On-Campus Instruction, Field-Based Instruction, Teacher Placement, Teacher Induction, Teacher Retention, Teacher Professional Development, and Responsive Research on Teacher Quality.
	Areas of “Need” can be identified.	Teacher Education Faculty Engagement Level – <i>Teacher Education Faculty Engagement Level</i> is a measure of the frequency and depth of purposeful and systematic activities in one or more Programmatic Impact Functions that are collaboratively planned and implemented by a university's teacher preparation program and one or more P-12 school partners. The Programmatic Impact Functions in which faculty may be engaged are: On-Campus Instruction, Field-Based Instruction, Teacher Placement, Teacher Induction, Teacher Retention, Teacher Professional Development, and Responsive Research on Teacher Quality.
	Areas of strengths/weaknesses can be identified.	On-Campus Instruction – <i>On-Campus Instruction</i> is credit-generating teacher preparation instruction that occurs on a university campus.
	Appropriate field-based campuses can be identified.	Field-Based Instruction – <i>Field-Based Instruction</i> is teacher preparation instruction that occurs primarily on a P-12

		campus and may be one of three types: Delivery of credit-generating teacher preparation instruction on a P-12 campus, supervision of student teaching, or supervision of pre-student teaching activities.
21.045(b)(1) - the number of candidates who apply	Section II: University and Teacher Education Trends, C-Production ratios and D-Impact trends	Teacher Candidate Recruitment – <i>Teacher Candidate Recruitment</i> is the systematic process of bringing new students into the teacher preparation program for the purpose of increasing production of new teachers in specified areas of certification.
21.045(b)(5) - the number of candidates employed in the profession after completing the program	Section II: University and Teacher Education Trends, D.1 - D.5	Teacher Placement – <i>Teacher Placement</i> is the systematic process of guiding new teachers into public school teaching assignments that will maximize the new teacher’s opportunity to succeed.
21.045(b)(6) - the number of candidates retained in the profession 21.0452(b)(6) - the perseverance of beginning teachers in the profession, as determined on the basis of the number of beginning teachers who maintain status as active contributing members in the Teacher Retirement System of Texas for at least three years after certification in comparison to similar programs	Section II: University and Teacher Education Trends, D.5	Teacher Retention – <i>Teacher Retention</i> is a measure of whether or not a teacher remains employed subsequent to the initial year of employment.
	Areas of “need” can be identified (I.B.2)	Teacher Professional Development – <i>Teacher Professional Development</i> is the planned and systematic set of activities delivered to teachers in service for the purpose of improving teacher effectiveness.
	Areas of needed research can be identified (I.B)	Responsive Research on Teacher Quality – <i>Responsive Research on Teacher Quality</i> is research that is designed and implemented in association with P-12 schools that strives to answer research questions of mutual importance to the university’s teacher education faculty and to the P-12 schools.
LEADERSHIP AND MANAGEMENT ENABLERS		
21.045(b) Each educator preparation program shall submit data elements as required by the board for an annual performance report to ensure access and equity. At a minimum, the annual report must contain the performance data from Subsection (a), other than the data required for purposes of Subsection (a)(3), and the following information, disaggregated by sex and	Considerations for selections of partner schools can be enhanced throughout PACE Report.	Teacher Education Leadership Team – The <i>Teacher Education Leadership Team</i> is a specified group of educational leaders that includes university-wide and external representation that sets performance goals for each Professional Outcome, meets regularly to analyze and evaluate Core Operations, assists

ethnicity: (1) the number of candidates who apply; (2) the number of candidates admitted; (3) the number of candidates retained; (4) the number of candidates completing the program; (5) the number of candidates employed in the profession after completing the program; (6) the number of candidates retained in the profession; and (7) any other information required by federal law.		in implementing goal-oriented decisions, and monitors and reports goal accomplishment.
Same as above	Section I.B: Educational Trends, 1.B and Section II: University and Teacher Education Trends, C and D.	Goal-Based Management – <i>Goal-Based Management</i> is the continuous improvement process used by the Teacher Education Leadership Team to set, monitor, and evaluate the Professional Outcomes.
Same as above	“Need” areas can be identified.	Impact-Centered Faculty Work – <i>Impact-Centered Faculty Work</i> is the set of processes used by teacher education faculty and facilitated by the Teacher Education Leadership Team in order to accomplish Programmatic Impact Function goals.
21.045(2)(a) - To assist persons interested in obtaining teaching certification in selecting an educator preparation program and assist school districts in making staffing decisions, the board shall make information regarding educator programs in this state available to the public through the board s’ Internet website 21.0452(b)(8) - the results of surveys given to school principals that involve evaluation of the program s’ effectiveness in preparing participants to succeed in the classroom, based on experience with employed program participants. Data Elements II(2)(a) – training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution’s graduates are likely to teach, based on past hiring and recruitment trends; (b) training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.	See Trend Reports and Section II.D.	Impact-Centered P-16 Partnerships – <i>Impact-Centered P-16 Partnerships</i> are the processes used by the Teacher Education Leadership Team and its P-12 partners in order to accomplish partnership goals in the Programmatic Impact Functions.
		Core Leadership Operations – <i>Core Leadership Operations</i> are the processes and tasks that facilitate aligning and improving public school stakeholder involvement, program-centered university faculty development, and teacher education curriculum evaluation.