



Pearson

Texas Educator Certification Examination Program

Pearson Support and Resources

Breakout Sessions V and VI

CSOTTE

October 23, 2018



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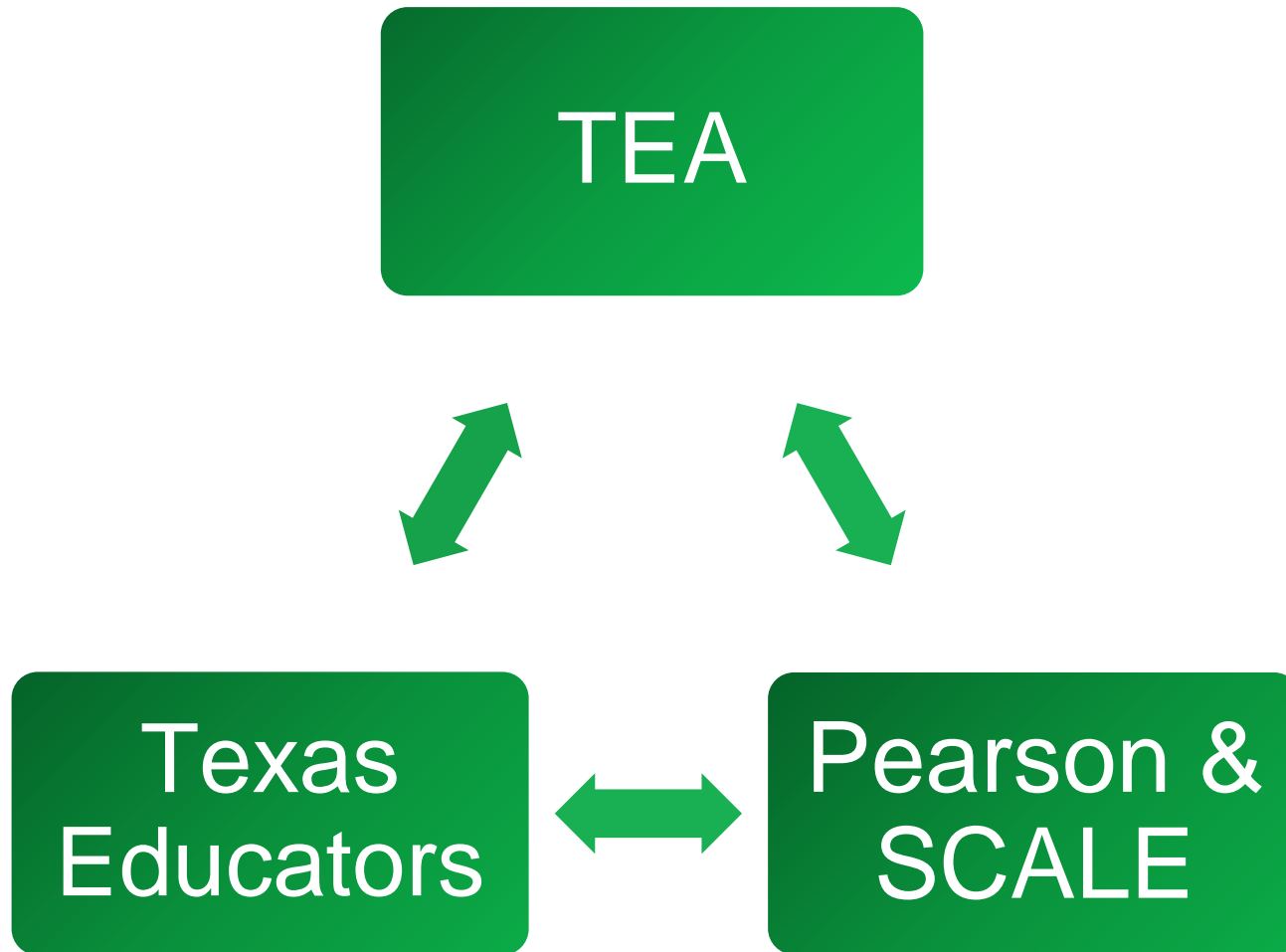
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Agenda

- PACT
- Exam Development
- Website Tour (brief)
- Conversation and Q&A

Partnership and Collaboration



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Pre-Admission Content Test (PACT)

	Admission	Options to Obtain Intern (Teacher of Record)	Certification Exam for Standard
Current	Coursework or PACT (<u>Current Content Test</u>)	Current Content Test	EC-12 PPR Test
2021	Coursework or PACT (<u>Subject Matter Exam</u>)	Content Pedagogy Test OR Intensive Pre-Service	edTPA

Pre-Admission Content Test (PACT)

- Examinations without a pedagogical component; strictly content
- Optional for administration prior to admission to EPP
- Texas-specific passing standards (cutscores) established with recommendations from Texas educators

Exam Development

- New examination development, examination redevelopment, and item bank expansion to enhance selected examinations
- Support for evolving test designs to reflect shift from theory to practice
- Increase in authentic, content-specific pedagogy and performance-based measurement through both multiple choice and constructed response questions

Constructed Response

- To effectively assess some content, candidates need to be able to do more than discriminate between correct and incorrect statements
- Requires candidates to demonstrate integrated knowledge in an area by providing an in-depth written response
- Can assess knowledge and skills too complex to be measured effectively with selected-response questions

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	①	Score of 4	Score of 3	Score of 2	Score of 1
Performance Description	②	A score of 4 demonstrates a <i>thorough</i> understanding of the information in the scenario and supporting documents.	A score of 3 demonstrates a <i>general</i> understanding of the information in the scenario and supporting documents.	A score of 2 demonstrates a <i>limited</i> understanding of the scenario and supporting documents.	A score of 1 demonstrates <i>little or no</i> understanding of the scenario and supporting documents.
COMPLETE	③	<ul style="list-style-type: none"> Responds fully to all parts of the question 	<ul style="list-style-type: none"> Responds generally to the parts of the question 	<ul style="list-style-type: none"> Responds partially to some parts of the question 	<ul style="list-style-type: none"> Fails to respond to most parts of the question
QUALITY	④	<ul style="list-style-type: none"> Identifies detailed and specific educational leadership strategies that will be highly effective in addressing the situation to demonstrate an overall in-depth understanding of the situation 	<ul style="list-style-type: none"> Identifies generally appropriate educational leadership strategies that may contain minor errors to demonstrate an overall general understanding of the situation 	<ul style="list-style-type: none"> Identifies limited or flawed educational leadership strategies that may contain misconceptions to demonstrate an overall limited understanding of the situation 	<ul style="list-style-type: none"> Identifies weak or ineffective educational leadership strategies that contain serious misconceptions to demonstrate an overall weak understanding of the situation

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Cont.		Score of 4	Score of 3	Score of 2	Score of 1
QUALITY	5	<ul style="list-style-type: none"> When required, provides detailed and/or prioritized actions to be taken in response to an identified area of need that are appropriate, significant, and clearly demonstrate a thorough understanding of the situation 	<ul style="list-style-type: none"> When required, provides actions to be taken in response to an identified area of need that are mostly appropriate and demonstrate a general understanding of the situation 	<ul style="list-style-type: none"> When required, provides actions to be taken in response to an identified area of need that are partially accurate and demonstrate gaps or misconceptions in overall understanding of the situation 	<ul style="list-style-type: none"> When required, fails to provide actions to be taken in response to an identified area of need or provides actions that are inappropriate and that demonstrate little or no understanding of the situation
	6	<ul style="list-style-type: none"> Provides specific and convincing evidence, including a specific citation of the document(s) provided to show a thorough understanding of the issues presented in the materials 	<ul style="list-style-type: none"> Provides basic evidence that generally references the document(s) to show a reasonable understanding of the issues presented in the materials 	<ul style="list-style-type: none"> Provides limited evidence that may vaguely reference the document(s) to show a flawed understanding of the issues presented in the materials 	<ul style="list-style-type: none"> Provides inappropriate evidence or little or no evidence to show weak understanding of the issues presented in the materials
	7	<ul style="list-style-type: none"> Provides a detailed and insightful explanation, rationale, and/or justification for the response 	<ul style="list-style-type: none"> Provides a general explanation, rationale, and/or justification for the response 	<ul style="list-style-type: none"> Provides a simplistic explanation, rationale, and/or justification for the response 	<ul style="list-style-type: none"> Provides little or no explanation, rationale, and/or justification for the response that may contain serious misconceptions
	8	<ul style="list-style-type: none"> Shows complete alignment within the response to different parts of the question 	<ul style="list-style-type: none"> Shows general alignment within the response to different parts of the question 	<ul style="list-style-type: none"> Shows partial alignment within the response to different parts of the question 	<ul style="list-style-type: none"> Shows misalignment within the response to different parts of the question

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Holistic Scoring

Underway

- ★ Bilingual Target Language Proficiency Test (BTLPT) - Spanish
- ★ Languages Other Than English (LOTE): French, German, Latin, and Spanish
- ★ English Language Arts and Reading 7–12
- ★ Master Teachers: Reading, Science, Mathematics, and Technology
- ★ TASC and TASC–ASL
- ★ Braille

2019: Principal as Instructional Leader pilot test

For information on minimum qualifications and how to apply, visit the EPP section of the program website.

Get Involved!



Login

Enter your email address and password if you've previously applied.

Click the **Create Profile** button (lower right corner) if this is your first time using this process.

If you do not remember your password, click **Forgot Password**.

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Texas Scorer Application

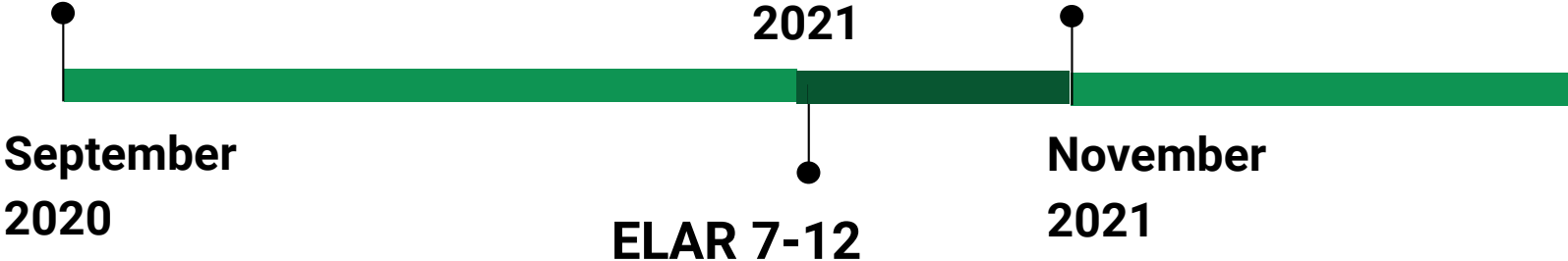
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Exam Development (current targets subject to change)

**Eight New or
Redeveloped
Exams**



**Special Education
TASC / TASC-ASL**

**Bilingual Education
Supplemental
BTLPT - Spanish**

Exam Development: Frameworks

Educator review meetings 10/25-27

- ★ Early Childhood: PK-3 (292)
- ★ Science of Teaching Reading (293)
- ★ Educational Diagnostician (253)

Development beginning in November 2018

- ★ English Language Arts and Reading 4-8
- ★ Health EC-12
- ★ Physical Education EC-12
- ★ Trade & Industrial Workforce Training 6-12
- ★ Counselor

Current target launch September 2020 (subject to change)

Exam Development

Crucial, integral role of Texas educators and stakeholder engagement at multiple stages:

Educator
Standards

Direct development and review

Exam
Frameworks

Equity assurance and content
advisory committees

Item Review

Equity assurance and content
advisory committees

Standard
Setting

Establishment of passing
standard and cutscores

Content Advisory Committees

- Educators who are subject matter experts are asked to review draft exam materials which include exam frameworks and exam items.
- Content Advisory Committee members may also assist TEA in other development activities.



Equity Assurance Panels

- Educators will review exam materials for potential sources of bias according to established review criteria pertaining to exam content, language, offensiveness, and stereotypes.
- Members make recommendations that will help prevent potential bias that would disadvantage a person because of her or his gender, race, nationality, ethnicity, religion, age, sexual orientation, disability, or cultural, economic, or geographic background.



Get Involved!



[Home](#) [About](#) [Development](#) [Reimbursement](#) [FAQs](#)

Make a difference in the state of Texas!

The Texas Education Agency (TEA) and Pearson are seeking Texas educators who wish to participate in exam development activities for the Texas Educator Certification Examination Program.



Important Announcements

Texas educators needed for these fields!

Visit the [Texas website](#) for general information, exam preparation materials, and program updates. [↗](#)

Learn More

The involvement of public school teachers and educator preparation faculty is critical to the success of the Texas Educator Certification Examination Program. Please help us maintain high-quality education in Texas public schools. Get involved now!

Stay Up-To-Date

Sign up now to receive notifications of upcoming exam development conferences and activities.



Texas

Educator Certification
Examination Program

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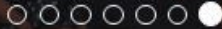
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EPPs: Review resources for faculty and EPPs.



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Candidate and EPP Support

- Expanded candidate service
 - <http://www.tx.nesinc.com/Contacts.aspx>
 - Customer Contact Center, available to Texas stakeholders during extended hours
 - Access to contact center representatives via Live Chat
- Texas EPP Support Team responding to EPP inquiries
 - texas.support@pearson.com
- Dedicated EPP resource page on website

ALWAYS LEARNING