

Texas Education Agency Accountability System for Educator Preparation

Standard 2 – Principal Evaluation of First-Year Teachers Summary of Pilot Standard Setting

Background

On December 15th and 16th, 2011, the Texas Education Agency convened a group of stakeholders to provide recommendations on Standard 2, the principal evaluation of first-year teachers, of the Accountability System for Educator Preparation (ASEP) required by Texas Education Code § 21.045. The participants represented traditional and alternative certification educator preparation programs, school district staff, and educator associations. The meetings were conducted with the support of the Texas Comprehensive Center at SEDL and were held at the SEDL office in Austin, Texas.

Overview of the Survey

For the 2010–11 academic year, performance on Standard 2 was based on the Teacher Preparation Effectiveness Survey: First-Year Teachers. The survey asked principals to rate the preparation of first-year teachers who were employed in Texas public or charter schools for five or more months of the academic year. Principals rated first-year teachers on their preparation in the following areas: managing classroom environment, teaching students with disabilities, teaching English language learners, integrating technology into instruction, and using technology with data; they also rated teachers on overall preparation. Each teacher received one of the following ratings on each survey item:

Well prepared—All or almost all of the time, the beginning teacher was able to demonstrate a thorough understanding and had the required knowledge and skills.

Sufficiently prepared—Most of the time the beginning teacher was able to demonstrate a general understanding and had the required knowledge and skills.

Not sufficiently prepared—The beginning teacher demonstrated limited understanding and had partial required knowledge and skills.

Not at all prepared—The beginning teacher demonstrated little to no understanding and had minimal required knowledge and skills.

Principals also rated first-year teachers in the area of instruction. The instruction section of the survey was piloted in 2010–11 and will be included in the 2011–12 survey results. Finally, the principals rated first-year teachers' influence on student achievement on a ten-point scale from "1 — The teacher is unacceptable" to "10 — The teacher is exceptional, in the top 2% of teachers I've supervised." The plan is to use the rating on this item as part of the measure of achievement—including improvement in achievement—of students taught by beginning teachers during the first three years following certification. This measure of student achievement is required by Standard 3 of the ASEP.

In the pilot to determine performance standards for Standard 2, five sections of the survey were used to measure the effectiveness of teacher preparation. They were the sections on classroom environment, students with disabilities, English language learners, technology integration, and use of technology with data.

December, 2011 Stakeholder Meeting

Reviewing the Principals Survey

The participants in the stakeholder meeting were provided with an overview covering the requirements for Standard 2 and the development of the Teacher Preparation Effectiveness Survey: First-Year Teachers. They were then given the opportunity to review the overall results for each survey item related to Standard 2. First the participants reviewed the results individually, then discussed them in table groups, and, finally, discussed them as a whole group.

Process for Assigning Weighting Values to the Survey Sections

After reviewing the survey results, participants were given an overview of a performance measure for Standard 2 that was recommended by a previous group of stakeholders in October, 2010. That group determined that the five sections of the survey should be weighted to reflect their relative importance. Weighting is a term used to describe the value or weight assigned to the components of a larger whole. An example of performance measure calculations was provided.

Participants were then asked to weight the five sections of the survey, choosing from among four options developed by the October, 2010 stakeholder group. Participants were given the opportunity to discuss the four options in their table groups, after which they individually selected their first-choice option. This information was collected, recorded, and presented to the participants in graphic form. The first-round data indicated the group favored two of the four options.

Before having a second round of table discussions about the weighting options, the participants were assigned to new table groups so that individuals would have the opportunity to discuss other points of view. Following the table discussion, each participant again selected a first choice of the weighting options. The second-round information was collected, recorded, and presented to the participants in graphic form. The second-round data indicated over 70% of the participants recommended one specific option, which assigned the following weighting values to the sections of the survey:

Classroom Environment	0.60
Students with Disabilities	0.10
English Language Learners	0.10
Technology Integration	0.10
Use of Technology with Data	0.10

These weighting values were then used for the next part of the process, which was to provide a recommended value (cut score) for meeting Standard 2.

Calculating the Standard 2 Performance Measure

Each of the Teacher Preparation Effectiveness Survey item responses is assigned a point value:

- Not at all prepared — 1 point
- Not sufficiently prepared — 2 points
- Sufficiently prepared — 3 points
- Well prepared — 4 points

When the surveys are scored, the points for each item are summed to create a **total for each section** of a survey. The maximum points for each section are shown in Table 1.

Table 1. Number of Teacher Preparation Effectiveness Survey Items for Each Section and Maximum Number of Points for Each Section

Survey Section	Number of Items	Maximum Points
Classroom Environment	5	20
Students with Disabilities	7	28
Limited English Proficient	5	20
Technology Integration	4	16
Use of Technology with Data	4	16

Once all the survey items have been summed by section, a performance measure can be calculated for each EPP. First, the **average section total**—across all surveys completed for the EPP—is calculated for a survey section. Then the averaged number is divided by the maximum number of possible points to get a **percent** value for that survey section. Next the percent value is multiplied by the previously determined weighting value for that section to obtain a **weighted percent** value. These steps are repeated for each section. Finally, the weighted percent values for all the survey sections are summed to obtain a **performance measure** for each EPP. An example performance measure calculation for an EPP is presented in Table 2. The values in Table 2 are rounded to the tenths place for presentation purposes; full precision is used in the actual calculations.

Table 2. Example of the Standard 2 Performance Measure Calculation for an EPP

Survey Section	Average Number of Points	Possible Points	Percent of Possible Points	Weighting Value	Weighted Percent
Classroom Environment	16.7	20	83.5	0.6	50.1
Students with Disabilities	21.9	28	78.2	0.1	7.8
Limited English Proficient	15.6	20	78.0	0.1	7.8
Technology Integration	12.9	16	80.6	0.1	8.1
Use of Technology with Data	12.7	16	79.4	0.1	7.9
Total					81.7

What Should First-Year-Teacher Performance Look Like?

In their table groups, the meeting participants were asked to write a description of what it would mean for an educator preparation program to meet Standard 2. Participants were asked to think about the following questions:

What should first-year-teacher performance look like, based on the survey?

What should performance as a whole look like for first-year teachers prepared by an educator preparation program?

Each table group wrote a description and shared it with the whole group. Participants were then led through a process to create a single description from the multiple table-group descriptions:

An EPP that meets Standard 2 has prepared first-year teachers to create and maintain a positive, equitable, and engaging learning environment designed to meet the needs of each student, including English language learners and students with disabilities. Additionally, the teacher is prepared to utilize technology for instruction and data analysis.

Recommended Cut Score for the Principals Survey

The final activity for the first day of the meeting was to determine a recommended cut score for Standard 2. As individuals, participants were asked to rate each item of the survey based on what he/she thought the performance rating should be for a first-year teacher from an educator preparation program that meets Standard 2, keeping in mind the description written in the previous step. Next, each participant calculated a score from his/her ratings and used this score as the beginning point for a recommendation. They were given the flexibility to choose a higher or lower value from the calculated score. Participants recorded their individual recommendations, which were collected and recorded.

The second day of the meeting began with a graphic presentation of the results of the first-round cut-score recommendations. The median value recommended was 75 out of a possible 100 points. The participants were then provided with the recommendation of the October, 2010 stakeholder group and with minimum, maximum, median, bottom quartile, and top quartile values for the educator preparation program survey scores with a 99% confidence interval applied. A confidence interval is a standard statistical calculation that is used to indicate the range within which a value will fall with 99% confidence. A confidence interval was applied to these data because of two measurement concerns: 1) some educator preparation programs have a very small number of teachers for which there were survey results and 2) most educator

preparation programs had surveys completed on fewer than 95% of their first-year teachers in Texas public or charter schools.

Participants then had table discussions about the information to inform their second-round recommendations. They made their individual recommendations, which were collected and recorded. The second-round results were graphically presented to participants along with a table showing the calculated anonymous educator preparation program scores, with the confidence interval applied and ranked from highest to lowest. The median value recommended in round two was 82.5. Before having a third round of table discussions, the participants were assigned to new table groups so that individuals would have the opportunity to discuss other points of view. The third-round recommendations were collected and recorded. The standard setting concluded with a graphic presentation of the third-round recommendations. The median value recommended in the third round was 87 with the confidence interval applied; this corresponded to educator preparation programs scoring approximately 80.

Results

The three rounds of input on the cut score for Standard 2 generated three possible cut scores. Results from all three potential cut scores for this pilot standard setting are included in the table below in order for policy makers to develop an understanding of the impact of Standard 2 accountability on EPPs. In 2012, the instruction section will be added to the survey and a group of stakeholders will go through the standard-setting recommendation process again. A single cut score will be set by SBEC for EPP accountability in 2012.

The pilot Standard 2 performance measure was calculated for each EPP and compared to each of the potential cut scores. If an EPP's performance measure was **equal to or greater than** the cut score, the EPP met the Standard 2 accountability. Example EPP A in Figure 1 illustrates an EPP that met the Standard 2 accountability in this way.

If an EPP's performance measure was **less than** the cut score, the cut score was compared to the upper range of the confidence interval for the EPP's performance measure. If the cut score was **within** the range of the upper confidence interval for the EPP's performance measure, then the EPP met the Standard 2 accountability with the aid of the confidence interval. Example EPP B in Figure 1 illustrates an EPP that met the Standard 2 accountability in this way. In Table 3, EPPs that met Standard 2 Accountability with the aid of the confidence interval are indicated with an asterisk beside the status of "Met."

Finally, if an EPP performance measure was **less than** the cut score **and** the cut score was **beyond** the range of the upper end confidence interval, then an EPP did not meet the Standard 2 accountability. Example EPP C in Figure 1 illustrates an EPP not meeting the Standard 2 accountability.

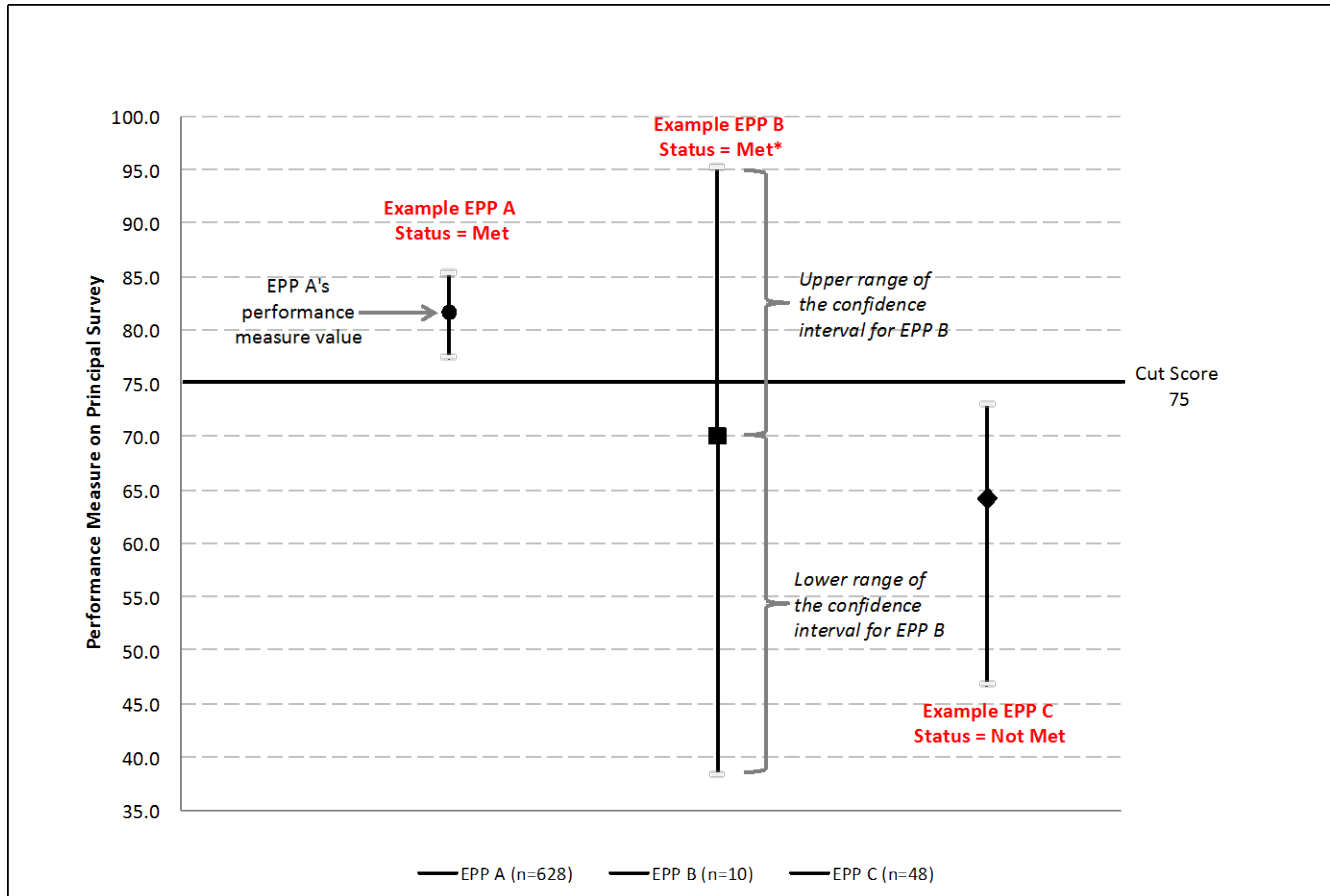


Figure 1. An example of the performance measure value, confidence interval, and status of three EPPs based on a cut score of 75 for Standard 2 accountability.

Table 3 presents the results of the three recommended cut scores applied to the EPP Standard 2 performance measure for all educator preparation programs included in the survey. In addition to the "Met," "Met*" (indicating met with the aid of the confidence interval), or "Not Met" status, the table shows the number of surveys completed by principals. These were the surveys in which principals rated the preparation of first-year teachers who were employed in Texas public or charter schools for five or more months of the academic year.

Table 3. Pilot Standard Setting Results for Three Possible Cut Score for Standard 2—Principal Evaluation of First-Year Teachers Presented by Educator Preparation Program

Educator Preparation Program	Number of Surveys Completed	Recommendation 1 Cut Score = 75	Recommendation 2 Cut Score = 82	Recommendation 3 Cut Score = 80
A Career in Education-ACP	14	Met	Met	Met
A Career in Teaching-EPP (Humble)	23	Met*	Met*	Met*
A Career in Teaching-EPP (McAllen)	21	Met	Met*	Met*
A Career in Teaching-EPP(Corpus Christi)	30	Met	Met*	Met*
A+ Texas Teachers	1,082	Met	Met*	Met
A+ Texas Teachers (Austin)	157	Met	Met*	Met*
A+ Texas Teachers (Bedford/Fort Worth)	146	Met	Met	Met
A+ Texas Teachers (Dallas)	253	Met	Met*	Met*
A+ Texas Teachers (San Antonio)	168	Met	Met*	Met
Abilene Christian University	46	Met	Met*	Met
ACT-Central Texas - Temple	35	Met	Met*	Met
ACT-Houston	206	Met	Met*	Met
ACT-Houston at Dallas	121	Met	Met*	Met
ACT-Rio Grande Valley	92	Met	Met*	Met
ACT-San Antonio (Alt Cert for Teachers)	135	Met	Met*	Met*
Alamo Comm Coll Dist (Northwest Vista)	**	Met*	Met*	Met*
Alamo Community College District	**	Met	Met	Met
Alt-South Tx Ed Progm - Laredo (A-STEP)	24	Met	Met*	Met
Alternative Cert for Tchrs NOW! (El Paso)	16	Met	Met	Met
Alternative-South Texas Educator Program	66	Met	Met	Met
Angelo State University	78	Met	Met*	Met
ATC-East Houston	**	Met	Met*	Met*
Austin College	15	Met	Met	Met
Austin Community College	**	Met	Met*	Met
Baylor University	82	Met	Met	Met
Blinn College	23	Met	Met*	Met
Brookhaven College	**	Met	Met*	Met
College of the Mainland COMPACT	11	Met	Met	Met
Collin County Community College	33	Met	Met	Met

Educator Preparation Program	Number of Surveys Completed	Recommendation 1 Cut Score = 75	Recommendation 2 Cut Score = 82	Recommendation 3 Cut Score = 80
Concordia University	12	Met	Met	Met
Dallas Baptist University	20	Met	Met*	Met
Dallas Christian College	**	Met	Met*	Met*
Dallas ISD	286	Met	Met*	Met
East Texas Baptist University	20	Met	Met*	Met
Education Career Alternatives Program	251	Met	Met*	Met*
Educators of Excellence ACP	11	Met	Met	Met
EIT: Excellence in Teaching	**	Met	Met	Met
Hardin-Simmons University	32	Met	Met	Met
Houston Baptist University	18	Met	Met	Met
Houston Community College System	10	Met	Met*	Met*
Houston ISD	88	Met	Met*	Met*
Howard Payne University	27	Met	Met*	Met
Huston-Tillotson University	**	Met	Met	Met
Intern Teacher ACP	**	Met	Met*	Met
IteachTEXAS	648	Met	Met*	Met
Jarvis Christian College	**	Met*	Met*	Met*
Lamar State College - Orange	43	Met	Met	Met
Lamar University	54	Met	Met	Met
Laredo Community College	**	Met	Met	Met
LeTourneau University	48	Met	Met	Met
Lone Star College - Cy-Fair	16	Met	Met*	Met*
Lone Star College - Kingwood	53	Met	Met	Met
Lone Star College - Montgomery	13	Met	Met	Met
Lone Star College - North Harris	**	Met	Met*	Met
Lone Star College - Tomball	**	Met*	Met*	Met*
Lubbock Christian University	31	Met	Met*	Met
McLennan Community College	41	Met	Met*	Met
McMurry University	27	Met	Met*	Met*
Midwestern State University	50	Met	Met	Met
Mountain View College	**	Met*	Met*	Met*
Our Lady of the Lake University	20	Met	Met*	Met

Educator Preparation Program	Number of Surveys Completed	Recommendation 1 Cut Score = 75	Recommendation 2 Cut Score = 82	Recommendation 3 Cut Score = 80
Pasadena ISD	55	Met	Met	Met
Paul Quinn College	**	Met	Met	Met
Prairie View A&M University	23	Met	Met*	Met*
Professional Teacher Certifications, LLC	**	Met*	Met*	Met*
Quality ACT: Alternative Certified Tchrs	72	Met	Met	Met
Region 01 Education Service Center	93	Met	Met	Met
Region 02 Education Service Center	25	Met	Met*	Met*
Region 03 Education Service Center	24	Met	Met*	Met
Region 04 Education Service Center	322	Met	Met*	Met
Region 05 Education Service Center	25	Met	Met*	Met*
Region 06 Education Service Center	15	Met	Met*	Met
Region 07 Education Service Center	64	Met	Met*	Met*
Region 10 Education Service Center	120	Met	Met	Met
Region 11 Education Service Center	54	Met	Met*	Met
Region 12 Education Service Center	58	Met	Met*	Met*
Region 13 Education Service Center	109	Met	Met*	Met*
Region 14 Education Service Center	20	Met	Met*	Met
Region 18 Education Service Center	41	Met	Met*	Met*
Region 19 Education Service Center	28	Met	Met*	Met
Region 20 Education Service Center	95	Met	Met*	Met
Rice University	**	Met	Met	Met
Richland College	**	Met	Met*	Met*
Sam Houston State University	257	Met	Met	Met
San Antonio College Center for Ed Prep	**	Met*	Met*	Met*
San Jacinto College North	**	Met*	Met*	Met*
Schreiner University	**	Met	Met	Met
South Texas College	11	Met	Met	Met
South Texas Transition to Teaching ACP	47	Met	Met*	Met*
Southern Methodist University	26	Met	Met	Met
Southwestern Adventist University	**	Met	Met	Met
Southwestern Assemblies of God Univ	**	Met	Met	Met
Southwestern University	**	Met	Met*	Met*

Educator Preparation Program	Number of Surveys Completed	Recommendation 1 Cut Score = 75	Recommendation 2 Cut Score = 82	Recommendation 3 Cut Score = 80
St Edward's University	15	Met	Met*	Met*
St Mary's University	10	Met	Met	Met
Stephen F Austin State University	237	Met	Met*	Met
Steps to Teaching - ACP	10	Met*	Met*	Met*
Sul Ross State University - Alpine	27	Met	Met*	Met*
Sul Ross State University - Rio Grande	15	Met	Met	Met
Tarleton State University	150	Met	Met*	Met
TeacherBuilder.com	73	Met	Met*	Met
Teachers for the 21st Century	14	Met	Met	Met
Texas A&M International University	82	Met	Met	Met
Texas A&M University	309	Met	Met	Met
Texas A&M University - Commerce	241	Met	Met	Met
Texas A&M University - Corpus Christi	91	Met	Met*	Met
Texas A&M University - Kingsville	130	Met	Met*	Met
Texas A&M University - San Antonio	**	Met*	Met*	Met*
Texas A&M University - Texarkana	49	Met	Met*	Met
Texas Alternative Center for Teachers	16	Met	Met*	Met*
Texas Alternative Cert Pgm @ Austin	**	Met	Met	Met
Texas Alternative Cert Pgm @ Brownsville	15	Met	Met*	Met*
Texas Alternative Cert Pgm @ Houston	**	Met*	Met*	Met*
Texas Alternative Certification Program	35	Met	Met	Met
Texas Christian University	69	Met	Met	Met
Texas College	**	Met	Met	Met
Texas Lutheran University	18	Met	Met	Met
Texas Southern University	11	Met	Met*	Met*
Texas State University-San Marcos	406	Met	Met	Met
Texas Teaching Fellows (Austin)	65	Met	Met*	Met
Texas Teaching Fellows (Dallas)	70	Met	Met*	Met
Texas Teaching Fellows (San Antonio)	82	Met	Met*	Met
Texas Tech University	248	Met	Met	Met
Texas Wesleyan University	26	Met	Met	Met
Texas Woman's University	131	Met	Met	Met

Educator Preparation Program	Number of Surveys Completed	Recommendation 1 Cut Score = 75	Recommendation 2 Cut Score = 82	Recommendation 3 Cut Score = 80
The TX Institute for Teacher Education	**	Met	Met	Met
Training via E-Learning: An Alt Crt Hybr	12	Met	Met	Met
Trinity University	19	Met	Met	Met
Tyler Junior College	**	Met	Met	Met
University of Houston	145	Met	Met	Met
University of Houston-Clear Lake	95	Met	Met	Met
University of Houston-Downtown	100	Met	Met	Met
University of Houston-Victoria	73	Met	Met*	Met*
University of Mary Hardin-Baylor	45	Met	Met*	Met*
University of North Texas	325	Met	Met	Met
University of St Thomas	**	Met	Met	Met
University of Texas - Arlington	133	Met	Met	Met
University of Texas - Austin	213	Met	Met	Met
University of Texas - Brownsville	141	Met	Met	Met
University of Texas - Dallas	48	Met	Met	Met
University of Texas - El Paso	237	Met	Met	Met
University of Texas - Pan American	148	Met	Met	Met
University of Texas - Permian Basin	49	Met	Met*	Met
University of Texas - San Antonio	270	Met	Met	Met
University of Texas - Tyler	98	Met	Met*	Met
University of the Incarnate Word	26	Met	Met*	Met
Wayland Baptist University	27	Met	Met	Met
Weatherford College	**	Met	Met	Met
Web-Centric Alternative Cert Program	108	Met	Met*	Met*
West Texas A&M University	223	Met	Met*	Met
Western Governors University	**	Met*	Met*	Met*
Wiley College	**	Met	Met*	Met*
Yes Preparatory Public Schools	17	Met	Met*	Met