
Item 12:

Discussion and Update Related to Principal and Teacher Satisfaction Surveys for Accountability System for Educator Preparation Programs

DISCUSSION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss updating the principal survey by adopting an appraisal of beginning teachers that more closely aligns with the Texas Teacher Evaluation and Support System (T-TESS) rubric. This item also provides an opportunity to discuss the development of teacher satisfaction surveys of new teachers. The principal survey and teacher satisfaction survey are factors in determining the performance of educator preparation programs (EPPs).

STATUTORY AUTHORITY: The statutory authority for the principal and teacher satisfaction surveys is the Texas Education Code (TEC), §§21.045(a)(2), 21.045(a)(5), 21.0452(b)(10), and 21.0452(b)(11).

PREVIOUS BOARD ACTION: The SBEC adopted 19 Texas Administrative Code (TAC) §229.3 to be effective February 3, 2002. This adoption added the statutory requirement to measure EPP performance based on an appraisal of beginning teachers approved by the SBEC. The SBEC approved the principal survey in its current form on April 8, 2011. The SBEC amended 19 TAC §228.35 to be effective October 27, 2014. This adoption required that the Teacher Standards in 19 TAC §149.1001 be included in the curriculum for candidates seeking initial certification as a teacher. These standards are relevant to a survey that would determine how satisfied EPP graduates are with the preparation they received and how well the candidate feels the preparation program prepared him or her to meet the Teacher Standards. At the October 2016 meeting, the SBEC approved revisions to 19 TAC §229.4, which added into rule the statutory requirement to measure EPP performance based on the results from a teacher satisfaction survey, in a form approved by the SBEC, of new teachers administered at the end of the first year of teaching under a standard certificate.

FUTURE ACTION EXPECTED: After receiving input from the SBEC, Texas Education Agency (TEA) staff will work with the American Institutes for Research Texas Comprehensive Center to develop a pilot principal survey and pilot teacher satisfaction survey more closely aligned to T-TESS. After piloting the surveys, the SBEC will have further opportunity for discussion and action.

BACKGROUND INFORMATION AND JUSTIFICATION: As part of the Accountability System for Educator Preparation Programs (ASEP), TEC §21.045 requires SBEC to use performance based on an appraisal system for beginning teachers adopted by the Board. Additionally, TEC §21.0452 requires SBEC to collect and publish consumer information from principal surveys that evaluate the EPP's effectiveness in preparing its candidates to succeed in the classroom. To meet those requirements, the TEA has been administering a survey of all principals who are employing first-year teachers in the spring of each school year. Because SBEC adopted the principal survey before the development of T-TESS, the new state-recommended teacher appraisal system, there is limited alignment between the two measures. Further, the TEA staff

have not provided the survey data to EPPs in a timely manner, and the information has been of limited usefulness when it has been provided to EPPs.

The T-TESS is based on the Teacher Standards in 19 TAC §149.1001, which SBEC rules require EPPs to address. After TEA piloted and refined T-TESS in the 2014-2015 school year and the 2015-2016 school year, the Commissioner of Education adopted T-TESS as the state's recommended appraisal system starting with the 2016-2017 school year. The T-TESS includes a rubric with sixteen dimensions within the four domains of planning, instruction, learning environment, and professional practice and responsibilities. As the T-TESS rubric was designed to capture the research-based pedagogical practices that best lead to improved instruction and student learning, a broad goal of the agency is to use the rubric as the vehicle for aligned understanding and articulation of successful pedagogy across the state, from preparation to appraisal and professional growth and development. The T-TESS rubric is available at https://teachfortexas.org/Resource_Files/Guides/T-TESS_Rubric.pdf. Staff will provide a copy of the rubric to the SBEC prior to the December 9, 2016 meeting.

House Bill 2205, 84th Texas Legislature, added a new ASEP performance requirement for EPPs based on a teacher satisfaction survey of new teachers at the end of the teacher's first year of teaching. This statute requires the development of a new survey instrument with the input of stakeholders.

By aligning the current principal survey and the new teacher satisfaction survey to the T-TESS rubric and Teacher Standards, SBEC will better align its performance expectations for new teachers with the expectations of their districts. This alignment will provide improved data for EPPs to use to inform their preparation of new teachers and better match that preparation and support with the needs of districts.

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Attachments: I. Statutory Citations
II. Current Principal Survey Questions

ATTACHMENT I**Statutory Citations Relating to Proposed Revisions to the Accountability System for Educator Preparation Report****Texas Education Code, §21.045, Accountability System for Educator Preparation Programs (excerpts):**

- (a) The board shall propose rules necessary to establish standards to govern the continuing accountability of all educator preparation programs based on the following information that is disaggregated with respect to race, sex, and ethnicity:
 - (2) performance based on the appraisal system for beginning teachers adopted by the board;
 - (5) results from a teacher satisfaction survey, developed by the board with stakeholder input, of new teachers performed at the end of the teacher's first year of teaching.

Texas Education Code, §21.0452, Consumer Information Regarding Educator Preparation Programs (excerpts):

- (b) The board shall make available at least the following information regarding each educator preparation program:
 - (10) 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; and
- (11) the results of teacher satisfaction surveys developed under Section 21.045 and given to program participants at the end of the first year of teaching.

ATTACHMENT II

Current Principal Survey Questions

Overview

The Principal Survey includes 33 questions from the current survey that asks principals how well the educator preparation program prepared a first-year teacher. It addresses Texas Education Code §21.045(a)(2). The survey asks how well the beginning teacher was prepared regarding the Classroom Environment, Instruction, Students with Disabilities, Limited English Proficient Students, Technology Integration and the Use of Technology with Data.

Selected Response Questions

The principal can select from one of four responses to most questions on the survey.

- **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.

The prefix to the questions is “To what extent did the educator preparation program prepare this beginning teacher to:”

Section II: Classroom Environment

1. effectively implement discipline management procedures?
2. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
3. provide support to achieve a positive, equitable, and engaging learning environment?
4. build and maintain positive rapport with students?
5. build and maintain positive rapport and two-way communication with students' families?

Section III: Instruction

6. implement varied instruction that integrates critical thinking, inquiry, and problem solving?
7. respond to the needs of students by being flexible in instructional approach and differentiating instruction?
8. use the results of formative assessment data to guide instruction?
9. engage and motivate students through learner-centered instruction?
10. integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?
11. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?
12. set clear learning goals and align instruction with standards-based content?

13. provide quality and timely feedback to students?

Section IV: Students with Disabilities

14. differentiate instruction to meet the academic needs of students with disabilities?
15. differentiate instruction to meet the behavioral needs of students with disabilities?
16. provide appropriate ways for students with disabilities to demonstrate their learning?
17. understand and adhere to the federal and state laws that govern special education services?
18. make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?
19. develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives?
20. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

Section V: English Language Learners

21. provide appropriate ways for LEP-ELL students to demonstrate their learning?
22. understand and adhere to federal and state laws that govern education services for LEP-ELL students?
23. comply with district and campus policies and procedures regarding LEP-ELL students?
24. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?
25. model and teach the forms and functions of academic English in content areas?

Section VI: Technology Integration

26. use technology available on the campus to integrate curriculum to support student learning?
27. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?
28. teach students developmentally appropriate technology skills?
29. use technology to make learning more active and engaging for students?

Section VII: Using Technology with Data

30. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?
31. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?
32. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?
33. use available technology to collect and manage formative assessment data to guide instruction?