
Item 13:

Discussion of Principal and Teacher Surveys for Accountability System for Educator Preparation Programs

DISCUSSION

SUMMARY: This item updates the State Board for Educator Certification (SBEC) on the development of a principal survey of first-year teachers that more clearly describes the performance expectations for first-year teachers and more closely aligns with the Texas Teacher Evaluation and Support System (T-TESS) rubric. This item also provides an update on the development of a survey of new teachers that is also more closely aligned with the T-TESS rubric. The principal and teacher surveys are factors in determining the performance of educator preparation programs (EPPs).

STATUTORY AUTHORITY: The statutory authority for the principal and teacher 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 amendments to 19 Texas Administrative Code (TAC) §229.3 to be effective February 3, 2002. These amendments added the statutory requirement to measure EPP performance based on an appraisal of beginning teachers approved by the SBEC. The SBEC adopted amendments to 19 TAC §229.3 and §229.4 to be effective April 18, 2010. The amendments to 19 TAC §229.3 required an educator candidate to complete a survey evaluating the preparation the candidate received in an EPP. This survey was a requirement for issuance of a standard certificate and is currently known as the exit survey. The amendments to 19 TAC §229.4 moved the requirement to measure EPP performance based on an appraisal of beginning teachers from 19 TAC §229.3. On April 8, 2011, the SBEC approved the principal survey and exit survey in their current forms. The SBEC adopted amendments to 19 TAC §228.35 to be effective October 27, 2014. These amendments required that the Teacher Standards in 19 TAC §149.1001 be included in the curriculum for candidates seeking initial certification as a teacher. Most recently, the SBEC adopted amendments to 19 TAC §229.4 to be effective December 27, 2016. These amendments added the statutory requirement to measure EPP performance based on the results from a teacher 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.

BACKGROUND INFORMATION AND JUSTIFICATION: As part of the Accountability System for Educator Preparation Programs (ASEP), the TEC, §21.045 requires the SBEC to determine the accreditation status of EPPs based on an appraisal system for beginning teachers and surveys of new teachers. Additionally, the TEC, §21.0452 requires the SBEC to collect and publish consumer information from principal and teacher surveys that evaluate EPP effectiveness in preparing its candidates to succeed in the classroom. To meet these requirements, the TEA has been administering a survey in the spring of each school year of all principals who are employing first-year teachers. TEA has also been administering an exit survey to teacher candidates when they apply for their initial standard teaching certificate. Both surveys are aligned with the Pedagogy and Professional Responsibilities (PPR) educator standards and include additional questions to determine the extent to which first-year teachers

effectively teach students with disabilities and English language learners, effectively integrate technology into curricula and instruction, and use technology to collect, manage, and analyze data to improve teaching and learning. With the development of the new teacher satisfaction survey, the exit survey is being modified so that the survey can be used to implement 19 TAC §229.4(a)(4)(B). This part of ASEP determines the accreditation status of EPPs based on the quality of the components of structural guidance and ongoing support that were provided to candidates by the EPP while candidates were participating in clinical teaching or internships.

The T-TESS is based on the Teacher Standards in 19 TAC §149.1001, which SBEC rules require EPPs to include in their curriculum. After the TEA piloted and refined the T-TESS in the 2014-2015 and 2015-2016 school years, the Commissioner of Education adopted the 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, TEA staff recommends that the rubric be used as the vehicle for aligned understanding and articulation of successful pedagogy across the state, from preparation to appraisal and professional growth and development. By aligning the current principal survey and the new teacher satisfaction survey to the Teacher Standards and the T-TESS rubric, the SBEC will better align its performance expectations for first-year and new teachers with the expectations of their districts. This alignment will provide improved data for EPPs to inform their preparation of teachers and better match that preparation and support with the needs of districts.

Stakeholders will be involved throughout the survey development process in at least three ways. An advisory group of EPP representatives met in May to provide initial input in the development of the surveys, the data that should be provided by the surveys, and the use of the surveys for program improvement, accreditation, and consumer information. A larger stakeholder group will be convened in June. This larger group will include EPP representatives, principals who have recently supervised first-year teachers, and beginning teachers who have taught for a few years. This larger group will further refine the surveys, provide input on the pilot process, and provide input on when current and new survey results should be used for EPP accountability. A third stakeholder group will participate in cognitive interviews with staff from the American Institutes of Research. This group will be comprised of principals who have recently supervised first-year teachers and new teachers who have completed their first year of teaching under a standard certificate. The results of the cognitive interviews will help determine if survey items are consistently understood in the same way by different people and are measuring what they are designed to measure. The advisory group and larger stakeholder group will continue to be involved with the development of the surveys as the surveys are brought to the SBEC for approval, piloted with principals and teachers, analyzed, and a recommendation is brought to the SBEC for appropriate performance standards.

The principal survey timeline that is included in Attachment II is based on the assumption that the current SBEC-approved principal survey will be used for accountability purposes in 2017-2018 at the 75% performance standard, and the new principal survey will be used for accountability purposes in 2018-2019 at the 80% performance standard level. After the new principal survey is piloted in spring of 2018, the SBEC may decide to adjust the performance standards for the 2018-2019 academic year and beyond. The teacher survey timeline is included in Attachment III.

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Attachments: I. Statutory Citations Relating to Principal and Teacher Surveys
II. Proposed Principal Survey Implementation Timeline
III. Proposed Teacher Survey Implementation Timeline

ATTACHMENT I**Statutory Citations Relating to Principal and Teacher Surveys****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
Proposed Principal Survey Implementation Timeline

Year	Month(s)	Action
2017	May – June	Administer current survey
	June – December	Acquire technology systems for new surveys
	May – July	Obtain stakeholder input
	August	Present new surveys to SBEC for discussion
	August – September	Obtain stakeholder input
	October	Present new surveys to SBEC for approval
	October – December	Identify pilot participants and create professional development for pilot
2018	January	16-17 report using 70% standard with current survey
	January – April	Professional development for new survey pilot participants
	May – June	Administer current survey and pilot new survey
	July – August	Analyze pilot survey data and obtain stakeholder input
	October – December	Present pilot survey data to SBEC for discussion and proposal of performance standards
2019	January	17-18 accreditation using 75% standard with current survey
	January – April	Present pilot survey data to SBEC for adoption of performance standards and to SBOE for review of performance standards
	January – April	Professional development for new survey participants
	May – June	Administer new surveys
	July – August	Analyze new survey data
2020	January	18-19 accreditation using 80% standard with new survey

ATTACHMENT III**Proposed Teacher Survey Implementation Timeline**

Year	Month(s)	Action
2017	June - December	Acquire technology systems for new survey
	May - July	Obtain stakeholder input
	August	Present new survey to SBEC for discussion
	August - September	Obtain stakeholder input
	October	Present new survey to SBEC for approval
	October - December	Identify pilot participants and create professional development for pilot
2018	January - April	Professional development for new survey pilot participants
	May - June	Pilot new survey
	July - August	Analyze pilot survey data and obtain stakeholder input
	October - December	Present pilot survey data to SBEC for discussion and proposal of performance standards
2019	January - April	Present pilot survey data to SBEC for adoption of performance standards and to SBOE for review of performance standards
	January - April	Professional development for new survey participants
	May - June	Administer new survey
	July - August	Analyze new survey data
2020	January	18-19 report using initial standard with new survey