Item 16:

Consider and Take Action on Principal and Teacher Surveys for Accountability System for Educator Preparation Programs

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss and approve 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 the SBEC with an opportunity to discuss and approve a survey of new teachers that is also more closely aligned with the T-TESS rubric. The approved surveys will be piloted in Spring 2018. The principal and teacher surveys are factors in determining the performance of educator preparation programs (EPPs)in the Accountability System for Educator Preparation Programs (ASEP).

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), 21.0452(b)(11), 21.0452(b)(4)(A), and 21.0452(b)(4)(B).

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 based on a survey of principals in a form to be approved by the SBEC. The SBEC has defined a beginning teacher as a teacher in his or her first year of teaching.

The SBEC adopted amendments to 19 TAC §229.4 to be effective April 18, 2010. The amendments to 19 TAC §229.4 moved the requirement to measure EPP performance based on a principal survey of first-year teachers from 19 TAC §229.3. On April 8, 2011, the SBEC approved the principal survey in its current form. The SBEC adopted amendments to 19 TAC §228.35 to be effective October 27, 2014. These amendments required that the Commissioner's 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 survey of new teachers, in a form approved by the SBEC. The SBEC has defined a new teacher as a teacher who has completed an EPP and taught under a standard certificate for one year.

BACKGROUND INFORMATION AND JUSTIFICATION: As part of the ASEP, the TEC, §21.045 requires the SBEC to determine the accreditation status of EPPs based on a survey of principals of first-year teachers and a survey 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. This survey is aligned with the Pedagogy and Professional Responsibilities (PPR) educator standards and

includes 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.

The T-TESS is based on the Commissioner's 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 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. The Teacher Standards are included in Attachment II and the T-TESS dimensions are included in Attachment III.

Because the standards and rubric were designed to capture the research-based pedagogical practices that best lead to improved instruction and student learning, TEA staff recommends that the standards and 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 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 students and districts. The principal pilot survey that TEA staff presents for SBEC approval is included in Attachment V. The teacher pilot survey that TEA staff presents for SBEC approval is included in Attachment VII.

Stakeholders have been involved throughout the development of the surveys in at least three ways. An advisory group of EPP representatives met in May 2017 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 was convened in June 2017. This larger group included EPP representatives, principals who have recently supervised first-year teachers, and teachers who have taught for a few years. This larger group further refined the surveys and included recommendations for which standards and dimensions were the most critical to be included in surveys of first-year and new teachers. A third stakeholder group participated in cognitive interviews with staff from the Texas Comprehensive Center at the American Institutes of Research during the summer of 2017. This group was 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 helped determine if survey items were consistently understood in the same way by different people and were measuring what they are designed to measure. TEA staff also compared the surveys to the PPR standards that the SBEC will consider in a separate agenda item to ensure that there was alignment between the surveys and the standards. The advisory group and larger stakeholder group will continue to be involved with the development of the surveys as the surveys are piloted with principals and teachers, the results of the surveys are analyzed, and recommendations are brought to the SBEC for approval of the appropriate performance standards and final versions of the surveys. The invited stakeholders for the advisory group and the larger stakeholder group, as well as the demographics of the cognitive interview participants, are included in the Attachment VIII.

The principal survey timeline that is included in Attachment IV assumes 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 VI.

ASSOCIATE COMMISSIONER'S RECOMMENDATION: I recommend that the State Board for Educator Certification:

      Approve the principal and teacher pilot surveys as presented.

Staff Members Responsible: Tim Miller, Director
                                 Educator Preparation and Program Accountability

                                 Michael Vriesenga, Director
                                 Program Accountability

                                 Tam Jones, Director
                                 Educator Preparation

                                 Lorrie Ayers, Program Specialist
                                 Educator Preparation

                                 Linda Johnson, Program Specialist
                                 Educator Quality

Attachments: I. Statutory Citations Relating to Principal and Teacher Surveys
                       II. Commissioner's Rules Concerning Educator Standards
                       III. Texas Teacher Evaluation Support System Domains and Dimensions
                       IV. Principal Survey Implementation Timeline
                       V. Principal Pilot Survey
                       VI. Teacher Survey Implementation Timeline
                       VII. Teacher Pilot Survey
                       VIII. Invited Stakeholders and Demographics of Interview Participants

ATTACHMENT I
Statutory Citations Relating to Principal and Teacher Surveys

Texas Education Code, §21.045, <u>Accountability System for Educator Preparation Programs</u> (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, <u>Consumer Information Regarding Educator Preparation Programs</u> (excerpts):

(b)   The board shall make available at least the following information regarding each educator preparation program:

   (4)   the extent to which the program prepares teachers, including general education teachers and special education teachers, to effectively teach:

      (A)   students with disabilities; and

      (B)   students of limited English proficiency, as defined by Section 29.052;

   (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
Commissioner's Rules Concerning Educator Standards

§149.1001. Teacher Standards.

(a)   Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b)   Standards.

(1)   Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A)   Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i)   Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii)   Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii)   Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B)   Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i)   Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii)   Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii)   Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C)   Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i)   Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii)   Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii)   Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D)   Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B)   Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

        (i)   Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

        (ii)   Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

        (iii)   Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C)   Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

        (i)   Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

        (ii)   Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

        (iii)   Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3)   Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A)   Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

        (i)   Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

        (ii)   Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

        (iii)   Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

  (i) Teachers organize curriculum to facilitate student understanding of the subject matter.

  (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

  (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

  (i) Teachers teach both the key content knowledge and the key skills of the discipline.

  (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

  (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

  (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

  (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

  (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

  (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

  (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

        (ii)   Teachers maintain a strong culture of individual and group accountability for class expectations.

        (iii)   Teachers cultivate student ownership in developing classroom culture and norms.

(D)   Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

        (i)   Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

        (ii)   Teachers maximize instructional time, including managing transitions.

        (iii)   Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

        (iv)   Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5)   Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

    (A)   Teachers implement both formal and informal methods of measuring student progress.

        (i)   Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

        (ii)   Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

    (B)   Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

        (i)   Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

        (ii)   Teachers involve all students in self-assessment, goal setting, and monitoring progress.

        (iii)   Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

    (C)   Teachers regularly collect, review, and analyze data to monitor student progress.

        (i)   Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

        (ii)   Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

    (D)   Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

        (i)   Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

        (ii)   Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6)   Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

    (A)   Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

        (i)   Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

        (ii)   Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

        (iii)   Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

    (B)   Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

        (i)   Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

        (ii)   Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

    (C)   Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

       (i)   Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

       (ii)   Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D)   Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

       (i)   Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

       (ii)   Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

       (iii)   Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

ATTACHMENT III
Texas Teacher Evaluation Support System Domains and Dimensions

To ensure surveys were appropriate in length, dimensions in *italics* were excluded from the pilot surveys because the components of the dimension were addressed in another dimension or the overall dimension was less critical for the success of a first-year teacher.

Planning (Domain 1)
- Standards and Alignment (Dimension 1.1) The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with the standards and are appropriate for diverse learners.
- Data and Assessment (Dimension 1.2) The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
- *Knowledge of Students (Dimension 1.3)* Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.
- Activities (Dimension 1.4) The teacher plans engaging, flexible lessons that encourage higher–order thinking, persistence and achievement.

Instruction (Domain 2)
- *Achieving Expectations (Dimension 2.1)* The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.
- Content Knowledge and Expertise (Dimension 2.2) The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
- *Communication (Dimension 2.3)* The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.
- Differentiation (Dimension 2.4) The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
- Monitor and Adjust (Dimension 2.5) The teacher formally and informally collects, analyzes and uses student progress data and makes necessary lesson adjustments.

Learning Environment (Domain 3)
- Classroom Environment, Routines and Procedures (Dimension 3.1) The teacher organizes a safe, accessible and efficient classroom.
- Managing Student Behavior (Dimension 3.2) The teacher establishes, communicates and maintains clear expectations for student behavior.
- *Classroom Culture (Dimension 3.3)* The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Professional Practices and Responsibilities (Domain 4)
- Professional Demeanor and Ethics (Dimension 4.1) The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.
- Goal Setting (Dimension 4.2) The teacher reflects on his/her practice.
- *Professional Development (Dimension 4.3)* The teacher enhances the professional community.
- *School Community Involvement (Dimension 4.4)* The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

ATTACHMENT IV
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 V
Draft Principal Survey

The principal can select from one of four responses to questions 1-44, 46-51, and 53-56.

- 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 most questions is "To what extent was this first-year teacher prepared to:"

SECTION A: Teacher Standards

1.1 Planning: Standards & Alignment

1. design lessons that align with state content standards?
2. design lessons that are appropriate for diverse learning needs?
3. design lessons that reflect research-based best practices?
4. design lessons that are relevant to students?
5. design lessons that integrate technology when appropriate to the lesson (to the extent technology is available at the school)

1.2 Planning: Data & Assessments

6. plan appropriate methods (formal and/or informal) to measure student progress?
7. use a variety of student data to plan instruction?
8. provide appropriate feedback to students, families, or other school personnel?

1.4 Planning: Activities

9. plan lessons that encourage students to persist when learning is difficult?
10. plan lessons that encourage achievement of learning goals?
11. plan engaging questions that encourage complex or higher-order thinking?
12. plan lessons that use student instructional groups to meet the needs of all students?
13. make sure all instructional resources, materials, and technology are aligned to instructional purposes?

2.2 Instruction: Content Knowledge & Expertise

14. use content-specific pedagogy to deliver lessons aligned with state standards?
15. explain content accurately to students in multiple ways?
16. demonstrate connections between the learning objectives and other disciplines?
17. provide opportunities for students to use different types of thinking such as: analytical, practical, creative, or research-based?
18. use technology when appropriate to the lesson (to the extent technology was available at the school)?

2.4 Instruction: Differentiation

19. differentiate instruction?
20. adapt lessons to address individual needs of all students?
21. consistently monitor the quality of student participation and performance?
22. recognize when students become confused or disengaged?
23. respond to student misunderstandings of lesson content?
24. work with a diverse student population?
25. work with a diverse parent and school community population?

2.5 Instruction: Monitor and Adjust

26. collect student progress data during instruction?
27. adjust the lesson in progress based on <u>data</u> gathered during instruction?
28. consistently invite input from students to monitor and adjust instruction?
29. maintain student engagement by adjusting instruction and activities based on student responses and behavior?
30. give appropriate time for the lesson from introduction to closure?

3.1 Learning Environment: Classroom Environment, Routines and Procedures

31. organize a safe classroom?
32. organize a classroom learning environment that is accessible for all students?
33. organize a classroom in which procedures and routines are clear and efficient?

3.2 Learning Environment: Managing Student Behavior

34. establish clear expectations for student behavior in the classroom?
35. maintain clear expectations for student behavior in the classroom?
36. implement campus behavior systems consistently and effectively?
37. provide support to students to meet expected behavior standards?

<u>4.1 Professional Practices & Responsibilities: Professional Demeanor and Ethics</u>

38. find and follow district <u>expectations</u> for professional standards?
39. meet district expectations for professional responsibilities (legal, ethical)?
40. understand and adhere to the Code of Ethics and Standard Practices for Texas Educators?
41. advocate for the needs of the students in the classroom?

<u>4.2. Professional Practices & Responsibilities: Goal Setting</u>

42. reflect on his/her strengths and professional learning needs?
43. use data from self-assessment, reflection, and supervisor feedback to set professional goals?
44. prioritize goals to improve professional practice and student performance?

SECTION B: Students with Disabilities

45. Does this teacher have students with disabilities as determined by the <u>Texas Education Code Section 29.003</u> in his/her classroom?

( ) Yes
( ) No

   If the answer is no, proceed to question 52. If the answer is yes, complete questions 46-51 using the same responses and prompt as questions 1-44.

46. differentiate instruction to meet the academic needs of students with disabilities?
47. differentiate instruction to meet the behavioral needs of students with disabilities?
48. develop and/or implement appropriate formal and informal assessments for students with disabilities to demonstrate their learning?
49. make appropriate instructional <u>decisions</u> based on a student's Individualized Education Program (IEP)?
50. collaborate with other relevant <u>staff</u> to meet the academic, developmental, and behavioral needs of students with disabilities?
51. understand and adhere to the federal and state laws that govern special education services?

SECTION C: English Language Learners

52. Does this teacher have English language learners (ELLs) as determined by the <u>Texas Administrative Code Section 89.1203</u> in his/her classroom?

( ) Yes
( ) No

> If the answer is no, proceed to question 57. If the answer is yes, complete questions 53-56 using the same responses and prompt as questions 1-44.

53. design lessons that adequately support ELLs to master the Texas Essential Knowledge and Skills (TEKS)?
54. develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning?
55. support ELLs in mastering the English Language Proficiency Standards (ELPS)?
56. understand and adhere to federal and state laws that govern education services for ELLs?

SECTION D: Overall Evaluation

57. What is your overall evaluation of how well this first-year teacher was prepared for the realities of the classroom as they exist on your campus? Select the one statement that most closely matches your current perspective on the overall readiness of this first-year teacher.

( ) Well prepared for the first year of teaching.
( ) Sufficiently prepared for the first year of teaching.
( ) Not sufficiently prepared for the first year of teaching.
( ) Not at all prepared for the first year of teaching.

58. How would you rate this first-year teacher in terms of his or her impact on student academic outcomes as compared to other first-year teachers that you have supervised? Select the one statement that most closely matches your current perspective on the first-year teacher's impact on student academic achievement as compared to other first-year teachers you have supervised.

( ) The teacher was exceptional (top 5%).
( ) The teacher was well above average (top 25%).
( ) The teacher was average.
( ) The teacher was below average.
( ) The teacher was well below average.

Note: underlined words in questions will have additional pop-up or hover tooltip explanation, definition, or examples.

ATTACHMENT VI
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

ATTACHMENT VII
Draft Teacher Survey

The teacher can select from one of four responses to questions 1-44, 46-51, and 53-56.

- Well prepared – All or almost all of the time, I was able to demonstrate a thorough understanding and had the required knowledge and skills.
- Sufficiently prepared – Most of the time, I was able to demonstrate a general understanding and had the required knowledge and skills.
- Not sufficiently prepared – I demonstrated limited understanding and had partial required knowledge and skills.
- Not at all prepared – I demonstrated little to no understanding and had minimal required knowledge and skills.

The prefix to most questions is "To what extent did your educator preparation program prepare you to:"

SECTION A: Teacher Standards

1.1 Planning: Standards & Alignment

1. design lessons that align with state content standards?
2. design lessons that are appropriate for diverse learning needs?
3. design lessons that reflect research-based best practices?
4. design lessons that are <u>relevant</u> to students?
5. design lessons that integrate technology when appropriate to the lesson (to the extent technology is available at the school)

1.2 Planning: Data & Assessments

6. plan appropriate methods (formal and/or informal) to measure student progress?
7. use a variety of student data to plan instruction?
8. provide <u>appropriate</u> feedback to students, families, or other school personnel?

1.4 Planning: Activities

9. plan lessons that encourage students to persist when learning is difficult?
10. plan lessons that encourage achievement of learning goals?
11. plan engaging questions that encourage complex or higher-order thinking?
12. plan lessons that use student instructional groups to meet the needs of all students?
13. make sure all instructional resources, materials, and technology are aligned to instructional purposes?

2.2 Instruction: Content Knowledge & Expertise

14. use content-specific pedagogy to deliver lessons aligned with state standards?
15. explain content accurately to students in multiple ways?
16. demonstrate connections between the learning objectives and other disciplines?
17. provide opportunities for students to use different types of thinking such as: analytical, practical, creative, or research-based?
18. use technology when appropriate to the lesson (to the extent technology was available at the school)?

2.4 Instruction: Differentiation

19. differentiate instruction?
20. adapt lessons to address individual needs of all students?
21. consistently monitor the quality of student participation and performance?
22. recognize when students become confused or disengaged?
23. respond to student misunderstandings of lesson content?
24. work with a diverse student population?
25. work with a diverse parent and school community population?

2.5 Instruction: Monitor and Adjust

26. collect student progress data during instruction?
27. adjust the lesson in progress based on data gathered during instruction?
28. consistently invite input from students to monitor and adjust instruction?
29. maintain student engagement by adjusting instruction and activities based on student responses and behavior?
30. give appropriate time for the lesson from introduction to closure?

3.1 Learning Environment: Classroom Environment, Routines and Procedures

31. organize a safe classroom?
32. organize a classroom learning environment that is accessible for all students?
33. organize a classroom in which procedures and routines are clear and efficient?

3.2 Learning Environment: Managing Student Behavior

34. establish clear expectations for student behavior in the classroom?
35. maintain clear expectations for student behavior in the classroom?
36. implement campus behavior systems consistently and effectively?
37. provide support to students to meet expected behavior standards?

4.1 Professional Practices & Responsibilities: Professional Demeanor and Ethics

38. find and follow district expectations for professional standards?
39. meet district expectations for professional responsibilities (legal, ethical)?
40. understand and adhere to the Code of Ethics and Standard Practices for Texas Educators?
41. advocate for the needs of the students in the classroom?

4.2. Professional Practices & Responsibilities: Goal Setting

42. reflect on your strengths and professional learning needs?
43. use data from self-assessment, reflection, and supervisor feedback to set professional goals?
44. prioritize goals to improve professional practice and student performance?

SECTION B: Students with Disabilities

45. Did you have students with disabilities as determined by the Texas Education Code Section 29.003 in your classroom?

( ) Yes
( ) No

   If the answer is no, proceed to question 52. If the answer is yes, complete questions 46-51 using the same responses and prompt as questions 1-44.

46. differentiate instruction to meet the academic needs of students with disabilities?
47. differentiate instruction to meet the behavioral needs of students with disabilities?
48. develop and/or implement appropriate formal and informal assessments for students with disabilities to demonstrate their learning?
49. make appropriate instructional decisions based on a student's Individualized Education Program (IEP)?
50. collaborate with other relevant staff to meet the academic, developmental, and behavioral needs of students with disabilities?
51. understand and adhere to the federal and state laws that govern special education services?

SECTION C: English Language Learners

52. Did you have English language learners (ELLs) as determined by the Texas Administrative Code Section 89.1203 in your classroom?

( ) Yes
( ) No

   If the answer is no, proceed to question 57. If the answer is yes, complete questions 53-56 using the same responses and prompt as questions 1-44.

53. design lessons that adequately support ELLs to master the Texas Essential Knowledge and Skills (TEKS)?
54. develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning?
55. support ELLs in mastering the English Language Proficiency Standards (ELPS)?
56. understand and adhere to federal and state laws that govern education services for ELLs?

SECTION D: Overall Evaluation

57. What is your overall evaluation of how well you were prepared for the realities of the classroom as they exist on your campus? Select the one statement that most closely matches your current perspective on your overall readiness.

( ) Well prepared for the first year of teaching.
( ) Sufficiently prepared for the first year of teaching.
( ) Not sufficiently prepared for the first year of teaching.
( ) Not at all prepared for the first year of teaching.

Note: underlined words in questions will have additional pop-up or hover tooltip explanation, definition, or examples.

ATTACHMENT VIII
Invited Stakeholders and Demographics of Interview Participants

Invited Members of Educator Preparation Program Advisory Group

Name	Title	District/Organization	Region
Sandra Crawford	Director	Mountain View College	10
Debbie Dunlap	Director	ACT - Houston	4
Marisa Eddins	Education Specialist	ESC 2	2
Christina Ellis	Director	Sam Houston State University	6
Davida Gatlin	Managing Director	Relay GSE	4
Sherre Heider	Professional Development Facilitator	Texas Tech University	17
Regina Hillis	Coordinator	ESC 20	20
Ruth Kane	Chair and Associate Professor	Huston-Tillotson University	13
Chris Kanouse	Director	ESC 10	10
Mike Marder	Director	University of Texas - Austin	13
Elda Martinez	Associate Professor	University of the Incarnate Word	20
Zach Rozell	Director	iteachTEXAS	11

Invited Members of Stakeholder Group

Name	Title	District/Organization	Region
Barbara Amaya	Director	ESC 19	19
Glenda Ballard	Dean	St. Edwards University	13
Aubrey Brieger	ES Teacher	Tolar ISD	11
Sandra Clement	HS Principal	Corpus Christi ISD	2
Linley Deringer	Director	A+ Texas Teachers	4
Ben Eubanks	ES Principal	Hico ISD	12
Ida Ford	ES Principal	Fort Bend ISD	4
Eddie Henderson	Dean	West Texas A&M University	16
Jaime Hernandez	ES Principal	Clint ISD	19
Carrie Jackson	MS Principal	Keller ISD	11
Shelley Koehler	MS Teacher	Clear Creek ISD	4
Ann Lalime	ES Principal	Katy ISD	4
Morgan Latin	MS Teacher	KiPP Houston	4
Calandra Lockhart	Dean	Wiley College	7
Patty McHatton	Dean	University of Texas - Rio Grande Valley	1
Robert McPherson	Dean	University of Houston	4
Daxus Nesossi	HS Teacher	Katy ISD	4
Emily Nolen	Director	Urban Teachers	10
Ruth Pandy	MS Principal	Socorro ISD	19
Sarah Perez	ES Teacher	San Antonio ISD	20
Mario Pina	ES Teacher	Austin ISD	13
Rene Ruiz	Director	ESC 4	4
Gilma Sanchez	ES Principal	Austin ISD	13
Kathryn Spradlin	ES Teacher	Snyder ISD	14
Paige Ware	Chair	Southern Methodist University	10
Keri Winters	HS Principal	Linden-Kildare CISD	7

Demographics of Cognitive Interview Participants

Participant Type	Number Interviewed	School Type	School District Type	Regions Covered	T-TESS District
Principal who supervised a first-year teacher	10	7 elementary 1 middle 2 high	1 rural 2 major urban 1 major suburban 3 other central city suburban 2 non-metro fast growing 1 independent town	2, 5, 11, 12, 13, 16, 20	7
Teacher with one year of teaching experience under a standard certificate	9	6 elementary 1 middle 2 high	4 non-metro stable 1 non-metro fast growing 2 major suburban 1 other central city 1 other central city suburban	7, 8, 10, 11, 12, 13, 16, 20	4

T-TESS District. A district that is using Texas Teacher Evaluation and Support System (T-TESS) as its teacher evaluation system.

Major Urban. A district is classified as major urban if: (a) it is located in a county with a population of at least 950,000; (b) its enrollment is the largest in the county or at least 70 percent of the largest district enrollment in the county; and (c) at least 35 percent of enrolled students are economically disadvantaged. A student is reported as economically disadvantaged if he or she is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

Major Suburban. A district is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is contiguous to a major urban district; and (c) its enrollment is at least 3 percent that of the largest contiguous major urban district or at least 4,500 students. A district also is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is not contiguous to a major urban district; (c) it is located in the same county as a major urban district; and (d) its enrollment is at least 15 percent that of the largest major urban district in the county or at least 4,500 students.

Other Central City. A district is classified as other central city if: (a) it does not meet the criteria for classification in either of the previous subcategories; (b) it is not contiguous to a major urban district; (c) it is located in a county with a population of between 100,000 and 949,999; and (d) its enrollment is the largest in the county or at least 75 percent of the largest district enrollment in the county.

Other Central City Suburban. A district is classified as other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of between 100,000 and 949,999; and (c) its enrollment is at least 15 percent of the largest district enrollment in the county. A district also is other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is contiguous to another central city district; (c) its enrollment is at least 3 percent that of the contiguous other central city district; and (d) its enrollment is equal to or greater than the median district enrollment for the state of 879 students.

Independent Town. A district is classified as independent town if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of 25,000 to 99,999; and (c) its enrollment is the largest in the county or is at least 75 percent of the largest district enrollment in the county.

Non-Metropolitan: Fast Growing. A district is classified as non-metropolitan: fast growing if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it has an enrollment of at least 300 students; and (c) its enrollment has increased by at least 20 percent over the past five years.

Non-Metropolitan: Stable. A district is classified as non-metropolitan: stable if: (a) it does not meet the criteria for classification in any of the previous subcategories; and (b) its enrollment is equal to or greater than the median district enrollment for the state.

Rural. A district is classified as rural if it does not meet the criteria for classification in any of the previous subcategories. A rural district has either: (a) an enrollment of between 300 and the median district enrollment for the state and an enrollment growth rate over the past five years of less than 20 percent; or (b) an enrollment of less than 300 students.