



# High-Quality Prekindergarten Components: Teacher to Student Ratio

Early Childhood Education Division

- Overview of high-quality prekindergarten components referenced in HB3
- High-quality prekindergarten component – Teacher to Student Ratio
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# Overview

“...not all pre-k programs successfully support early learning. It is decidedly not the case that just any pre-k program operating under just any circumstances will provide young children with the inputs they need to produce, let alone sustain, early developmental gains.”



- Curriculum
- Student progress monitoring
- Teacher qualifications
- Teacher/student ratio
- Family engagement
- Program evaluation
- Data reporting



## **All information contained in this webinar can be found in:**

- Statute: TEC §29.164 – 29.172
- Commissioner's Rule: TAC §102.1003
- 86<sup>th</sup> Legislative Session: HB3

# Teacher to Student Ratio

**Lower student-teacher ratios are associated with increased responsiveness by teachers, leading to a host of positive outcomes for young children, such as improved language skills, social-emotional functioning, behavior, and play skills.**

Howes, C., Philips, D., & Whitebook, M. (1992). Thresholds of quality: Implications for the social development of children. *Child Development*, 63, 449-460.

National Institute of Child Health and Human Development, Early Child Care Research Network. (2000). Characteristics and quality of child care for toddlers and preschoolers. *Applied Developmental Science*, 4(3), 116-135.

Phillips, D., Mekos, D., Scarr, S., McCartney, K., & Abbott-Shim, M. (2000). Within and beyond the classroom door: Assessing quality in child care centers. *Early Childhood Research Quarterly*, 15(4), 475-496.



## **TEC §29.167 (d)/TAC §102.1003 (i)**

A school district must attempt to maintain an average ratio in any prekindergarten program class of not less than one certified teacher or teacher's aide for each 11 students.

# What Does it Mean?

## What is required?

- The “*attempt*” to “*maintain*” an 11:1 ratio
  - **Attempt:**
    - ✓ Definition: to make an effort to do, accomplish or solve something
    - ✓ Implies the attempt is continuous until ratio is achieved
  - **Maintain:**
    - ✓ Definition: to keep in an existing state; to preserve from failure or decline

# Benefits of a Lower Ratio

- Closer supervision of students
- More opportunities for one-on-one interaction with students
- Individualized attention to individual student needs
- Assistance during class routines and transitions
- Enhanced ability to implement small group instruction and learning centers effectively
- Assistance with child assessments

***Extra Hands & Eyes!***

# Possible Roles for Teacher Aides

## Full-Day Schedule

Time	Activity
	Child arrival & independent activities
10 min	Opening (for example, pledge, helper chart, calendar(2–3 minutes), songs with movement
15 min	Circle time (for example, introducing center activities, talking about children’s experiences)
60-90 min	Centers/small group instruction time (includes child-directed play in play centers)
15 min	Snack time
15 min	Read aloud
20 min	Outdoor time (for independent play and teacher-child conversations)
15 min	Circle time (for example, science, math activities)
30 min	Lunch time
15 min	Read aloud
	Rest time
15 min	Movement/large motor/music
15 min	Circle time
30 min	Centers (for example, child-directed play, science discovery, child-directed reading or writing time)
25 min	Outdoor time (for independent play and teacher–child conversations)
10 min	Closing/reflection



## Question:

What qualifications must a teacher aide meet?

## Answer:

The qualifications for a teacher aide position is a local decision. There are certifications that teacher aides may apply for. In order to apply, the teacher aide must first be employed by a school district. Teacher aides are encouraged to contact their employing school district for application instructions.

For Educational Aide I , Educational Aide II and Educational Aide III requirements:

[https://tea.texas.gov/Texas\\_Educators/Certification/Initial\\_Certification/Becoming\\_an\\_Educational\\_Aide\\_in\\_Texas/](https://tea.texas.gov/Texas_Educators/Certification/Initial_Certification/Becoming_an_Educational_Aide_in_Texas/)

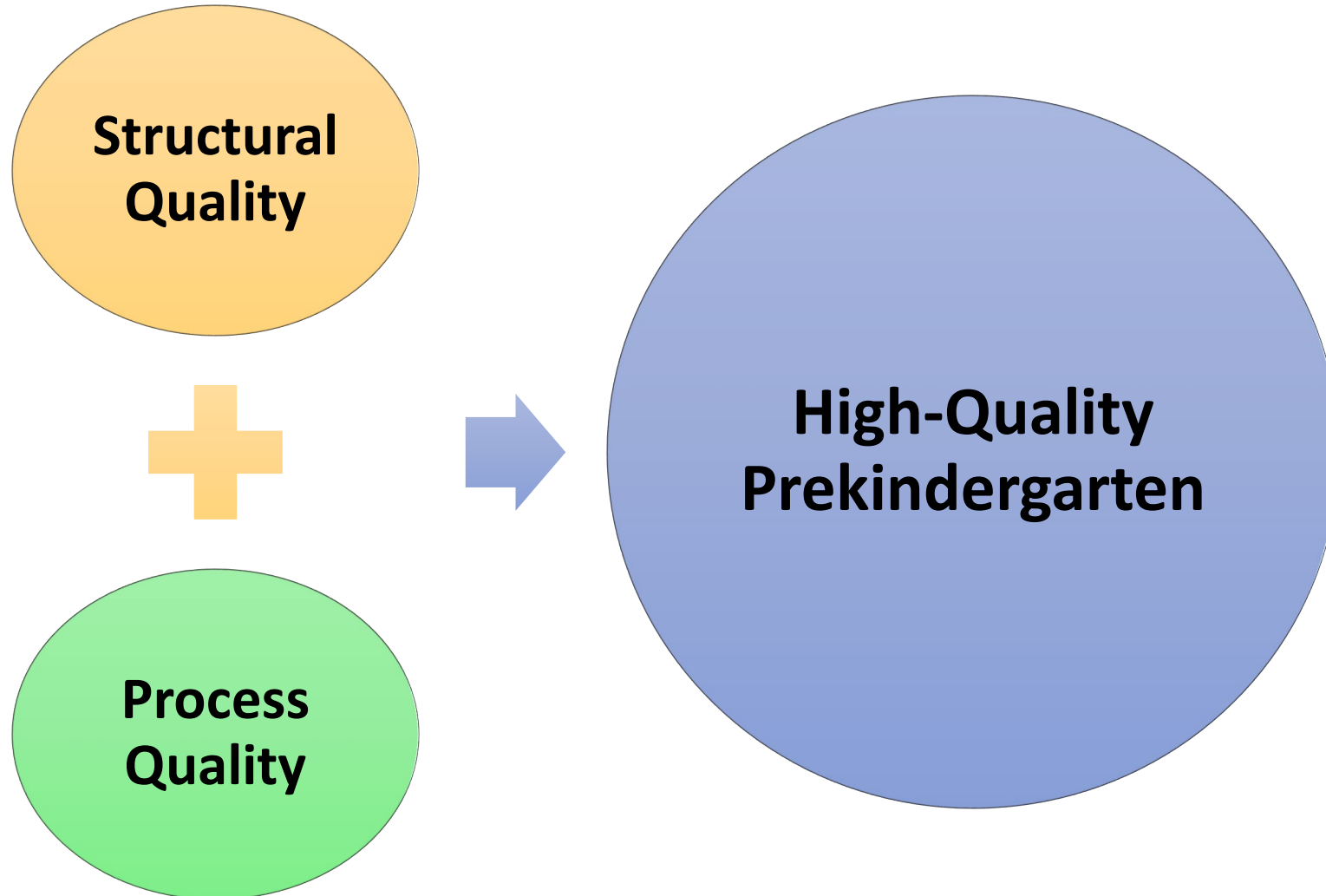
# Higher Quality

# Goal = Positive Child Outcomes





# Definition of High-Quality



- Curriculum
- Student Progress Monitoring
- Teacher Qualifications
- Teacher/Student Ratio
- Family Engagement
- Data Reporting
- Program Evaluation



# Higher Quality – Teacher to Student Ratio

## Items to Ponder:

- What kinds of professional development will staff need to ensure students get the full benefits of reduced student to teacher ratio?
- What role(s) can a teacher aide take that will lead to positive child outcomes?
- How can an LEA assist in developing teamwork within the classroom between the teacher and the teacher aide?
- How could the addition of a teacher aide within a prekindergarten classroom improve the experience for English Learners?

It is best practice that prekindergarten programs serving eligible 3-year-old students also adhere to the high-quality components referenced in statute and Commissioner's Rule.

# Resources & Support

- 2015 Texas Prekindergarten Guidelines

[https://tea.texas.gov/Academics/Early Childhood Education/High-Quality Prekindergarten Program/](https://tea.texas.gov/Academics/Early_Childhood_Education/High-Quality_Prekindergarten_Program/)

- *Early Childhood Program Self-Assessments*

[https://tea.texas.gov/Academics/Early Childhood Education/High-Quality Early Childhood Program Self-Assessment/](https://tea.texas.gov/Academics/Early_Childhood_Education/High-Quality_Early_Childhood_Program_Self-Assessment/)

# High-Quality Checklist

Prekindergarten High-Quality Measure – Teacher to Student Ratio	Proficiency	Proficiency in Progress	Follow-Up
The LEA attempts to maintain a teacher to student ratio of 1:11 in all their prekindergarten classroom(s).			
The LEA supports prekindergarten educational aides in obtaining Level I, II, or III certification.			
The LEA provides appropriate professional development for the teacher assistants in the prekindergarten classrooms to ensure that they can effectively assist the teacher in providing a high-quality experience for the students they serve.			
The LEA has considered and implemented the roles that aides play within each prekindergarten classroom with fidelity.			



# Support

## Website

<https://tea.texas.gov/earlychildhoodeducation.aspx>

## Phone/email support

[earlychildhoodeducation@tea.texas.gov](mailto:earlychildhoodeducation@tea.texas.gov)

“I’m a teacher assistant –  
What is your Super Power?”

- Seen on a coffee cup -