

Item 11:

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 changes to the principal survey of first-year teachers and to the new teacher survey that were approved in December 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). This item also provides an update with data from the 2018–2019 Principal Survey and Teacher Survey.

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)(4)(A), 21.0452(b)(4)(B), 21.0452(b)(10), and 21.0452(b)(11).

PREVIOUS BOARD ACTION: At the December 2018 SBEC meeting, the Board approved the principal and teacher surveys to be used in 2019.

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 the appraisal of beginning 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 administers the Principal Survey and the Teacher Survey in the spring of each academic year.

At the December 2018 meeting, the SBEC approved new surveys for these purposes. These surveys align with the Texas Teacher Evaluation and Support System (T-TESS), which SBEC rules require EPPs to include in their curriculum. The standards and rubric were designed to capture the research-based pedagogical practices that best lead to improved instruction and student learning. The T-TESS includes a rubric with sixteen dimensions within the four domains of planning, instruction, learning environment, and professional practice and responsibilities. The Principal Survey and the Teacher survey measure the same four domains. Additionally, to fulfill the requirements of TEC §§21.0452(b)(4)(A) and 21.0452(b)(4)(B), the surveys include questions to determine the extent to which first-year teachers effectively teach students with disabilities and English language learners.

During discussions of updates to Texas Administrative Code (TAC) §229.4 at the February and April 2019 meetings of the SBEC, stakeholders raised concerns about the continued inclusion of a summary item on these surveys. The updated scoring procedure for these surveys, as outlined in 19 TAC §229.1(c), does not utilize this item in the scoring procedure for ASEP. Additionally, TEA leadership confirmed this item is no longer necessary for internal monitoring purposes. The prior analyses of the structure and performance of the Principal Survey and

Teacher Survey did not make use of this survey item. Consequently, this agenda item presents the Principal Survey and Teacher Survey for approval in the forms approved in December 2018 with the removal of this summary item.

The Principal Survey and Teacher Survey will be collected in 2019–2020 in the approved form and will be used for accountability purposes as prescribed by TAC 229.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

Approve the principal and teacher surveys as presented.

Staff Member Responsible:

Mark Olofson, Director, Educator Data and Program Accountability

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. Question for Removal
- V. Principal Survey (Updated)
- VI. Teacher Survey (Updated)
- VII. 2018–2019 Principal Survey Summary
- VIII. 2018–2019 Teacher Survey Summary

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:
 - (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**Questions for Removal**

Principal Survey

OVERALL EVALUATION

49. What is your overall evaluation of how well the educator preparation program prepared this teacher for the realities of the classroom as they exist on your campus? Select the one statement that most closely matches your current overall perspective on the program.

- Well prepared by the program for the first year of teaching.
- Sufficiently prepared by the program for the first year of teaching.
- Not sufficiently prepared by the program for the first year of teaching.
- Not at all prepared by the program for the first year of teaching.

Teacher Survey

OVERALL EVALUATION

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

- Well prepared by the program for the first year of teaching.
- Sufficiently prepared by the program for the first year of teaching.
- Not sufficiently prepared by the program for the first year of teaching.
- Not at all prepared by the program for the first year of teaching.

ATTACHMENT V**Principal Survey****RESPONSE DESCRIPTORS****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.

PLANNING

To what extent was this first-year teacher prepared to:

1. design lessons that align with state content standards?
2. 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?
[relevant: there are connections between the lesson and the students' world]
5. design lessons that integrate technology when appropriate to the lesson (to the extent technology is available at the school)?
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?
[appropriate: specific, timely, and confidential]
9. plan lessons that encourage students to persist when learning is difficult?
10. plan engaging questions that encourage complex or higher-order thinking?
11. plan lessons that use student instructional groups to meet the needs of all students?

12. make sure all instructional resources, materials, and technology are aligned to instructional purposes?

INSTRUCTION

To what extent was this first-year teacher prepared to:

13. use content-specific pedagogy to deliver lessons aligned with state standards?

14. To what extent was this first-year teacher prepared to explain content accurately to students in multiple ways?

15. demonstrate connections between the learning objectives and other disciplines?

16. provide opportunities for students to use different types of thinking, such as: analytical, practical, creative, or research-based?

17. use technology when appropriate to the lesson (to the extent technology was available at the school)?

18. differentiate instruction?

19. consistently monitor the quality of student participation and performance?

20. work with a diverse student population?

21. work with a diverse parent and school community population?

22. collect student progress data during instruction?

23. adjust the lesson in progress based on data gathered during instruction?

[data: evidence generated during instruction such as formal/informal, observational, formative, etc.]

24. maintain student engagement by adjusting instruction and activities based on student responses and behavior?

25. give appropriate time for the lesson from introduction to closure?

LEARNING ENVIRONMENT

To what extent was this first-year teacher prepared to:

26. organize a safe classroom?

27. organize a classroom learning environment that is accessible for all students?

28. organize a classroom in which procedures and routines are clear and efficient?

29. establish clear expectations for student behavior in the classroom?

30. maintain clear expectations for student behavior in the classroom?
31. implement campus behavior systems consistently and effectively?
32. provide support to students to meet expected behavior standards?

PROFESSIONAL PRACTICES & RESPONSIBILITIES

To what extent was this first-year teacher prepared to:

33. find and follow district expectations for professional standards?
[expectations: such as district guidelines, operating policies, or campus procedures]
34. understand and adhere to the Code of Ethics and Standard Practices for Texas Educators?
35. advocate for the needs of the students in the classroom?
36. reflect on his/her strengths and professional learning needs?
37. use data from self-assessment, reflection, and supervisor feedback to set professional goals?
38. prioritize goals to improve professional practice and student performance?

STUDENTS WITH DISABILITIES

A student with disabilities as defined in TEC §29.003: "A student...has one or more of the following disabilities that prevents the student from being adequately or safely educated in public school without the provision of special services:

- (A) physical disability;**
- (B) mental retardation;**
- (C) emotional disturbance;**
- (D) learning disability;**
- (E) autism;**
- (F) speech disability; or**
- (G) traumatic brain injury."**

Does this teacher have students with disabilities as determined by the Texas Education Code §29.003 in his/her classroom?

STUDENTS WITH DISABILITIES

To what extent was this first-year teacher prepared to:

39. differentiate instruction to meet the academic needs of students with disabilities?
40. differentiate instruction to meet the behavioral needs of students with disabilities?
41. develop and/or implement appropriate formal and informal assessments for students with disabilities to demonstrate their learning?

42. make appropriate instructional decisions based on a student's Individualized Education Program (IEP)?

[decisions: modifying instructional activities such as pacing, additional support or time, lesson delivery, assessment design, etc.]

43. collaborate with other relevant staff to meet the academic, developmental, and behavioral needs of students with disabilities?

[staff: individuals in key roles with specialized knowledge to meet the needs of the student]

44. understand and adhere to the federal and state laws that govern special education services?

ENGLISH LANGUAGE LEARNERS

TAC §89.1203: "English language learner--A person who is in the process of acquiring English and has another language as the first native language. The terms English language learner and limited English proficient student are used interchangeably."

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

ENGLISH LANGUAGE LEARNERS

To what extent was this first-year teacher prepared to:

45. design lessons that adequately support ELLs to master the Texas Essential Knowledge and Skills (TEKS)?

46. develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning?

47. support ELLs in mastering the English Language Proficiency Standards (ELPS)?

48. understand and adhere to federal and state laws that govern education services for ELLs?

TEACHER EFFECTIVENESS AND STUDENT ACHIEVEMENT

49. How would you rate this teacher's influence on student achievement? Select your answer from the following 10-point scale.

- The teacher is exceptional, in the top 2% of teachers I've supervised.
- The teacher is excellent, in the top 5% of teachers I've supervised.
- The teacher is very good.
- The teacher is good.
- The teacher is average.
- The teacher is below average but will likely improve in time.
- The teacher is below average and will need significant professional development to improve.
- The teacher is well below average.
- The teacher is poor.
- The teacher is unacceptable

ATTACHMENT VI**Teacher Survey****RESPONSE DESCRIPTORS****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.

PLANNING

To what extent did your educator preparation program prepare you to:

1. design lessons that align with state content standards?
2. 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?
[relevant: there are connections between the lesson and the students' world]
5. design lessons that integrate technology when appropriate to the lesson (to the extent technology is available at the school)?
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?
[appropriate: specific, timely, and confidential]
9. plan lessons that encourage students to persist when learning is difficult?
10. plan engaging questions that encourage complex or higher-order thinking?
11. plan lessons that use student instructional groups to meet the needs of all students?

12. make sure all instructional resources, materials, and technology are aligned to instructional purposes?

INSTRUCTION

To what extent did your educator preparation program prepare you to:

13. use content-specific pedagogy to deliver lessons aligned with state standards?

14. To what extent was this first-year teacher prepared to explain content accurately to students in multiple ways?

15. demonstrate connections between the learning objectives and other disciplines?

16. provide opportunities for students to use different types of thinking, such as: analytical, practical, creative, or research-based?

17. use technology when appropriate to the lesson (to the extent technology was available at the school)?

18. differentiate instruction?

19. consistently monitor the quality of student participation and performance?

20. work with a diverse student population?

21. work with a diverse parent and school community population?

22. collect student progress data during instruction?

23. adjust the lesson in progress based on data gathered during instruction?

[data: evidence generated during instruction such as formal/informal, observational, formative, etc.]

24. maintain student engagement by adjusting instruction and activities based on student responses and behavior?

25. give appropriate time for the lesson from introduction to closure?

LEARNING ENVIRONMENT

To what extent did your educator preparation program prepare you to:

26. organize a safe classroom?

27. organize a classroom learning environment that is accessible for all students?

28. organize a classroom in which procedures and routines are clear and efficient?

29. establish clear expectations for student behavior in the classroom?

30. maintain clear expectations for student behavior in the classroom?
31. implement campus behavior systems consistently and effectively?
32. provide support to students to meet expected behavior standards?

PROFESSIONAL PRACTICES & RESPONSIBILITIES

To what extent did your educator preparation program prepare you to:

33. find and follow district expectations for professional standards?
[expectations: such as district guidelines, operating policies, or campus procedures]
34. understand and adhere to the Code of Ethics and Standard Practices for Texas Educators?
35. advocate for the needs of the students in the classroom?
36. reflect on his/her strengths and professional learning needs?
37. use data from self-assessment, reflection, and supervisor feedback to set professional goals?
38. prioritize goals to improve professional practice and student performance?

STUDENTS WITH DISABILITIES

A student with disabilities as defined in TEC §29.003: "A student...has one or more of the following disabilities that prevents the student from being adequately or safely educated in public school without the provision of special services:

- (A) physical disability;**
- (B) mental retardation;**
- (C) emotional disturbance;**
- (D) learning disability;**
- (E) autism;**
- (F) speech disability; or**
- (G) traumatic brain injury."**

Do you have students with disabilities as determined by the Texas Education Code §29.003 in his/her classroom?

STUDENTS WITH DISABILITIES

To what extent did your educator preparation program prepare you to:

39. differentiate instruction to meet the academic needs of students with disabilities?
40. differentiate instruction to meet the behavioral needs of students with disabilities?
41. develop and/or implement appropriate formal and informal assessments for students with disabilities to demonstrate their learning?

42. make appropriate instructional decisions based on a student's Individualized Education Program (IEP)?

[decisions: modifying instructional activities such as pacing, additional support or time, lesson delivery, assessment design, etc.]

43. collaborate with other relevant staff to meet the academic, developmental, and behavioral needs of students with disabilities?

[staff: individuals in key roles with specialized knowledge to meet the needs of the student]

44. understand and adhere to the federal and state laws that govern special education services?

ENGLISH LANGUAGE LEARNERS

TAC §89.1203: "English language learner--A person who is in the process of acquiring English and has another language as the first native language. The terms English language learner and limited English proficient student are used interchangeably."

Do you have English language learners (ELLs) as determined by the Texas Administrative Code Section 89.1203 in his/her classroom?

ENGLISH LANGUAGE LEARNERS

To what extent did your educator preparation program prepare you to:

45. design lessons that adequately support ELLs to master the Texas Essential Knowledge and Skills (TEKS)?

46. develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning?

47. support ELLs in mastering the English Language Proficiency Standards (ELPS)?

48. understand and adhere to federal and state laws that govern education services for ELLs?

ATTACHMENT VII

2018–2019 Principal Survey Summary

Number of Surveys Distributed	15,782
Number of Surveys Completed	14,390
Percent Completed	91.2%
Number of Surveys used in Analysis	12,416

The 2018–2019 Principal Survey data contains responses regarding the preparation of 12,416 first-year teachers gathered from 4,867 distinct principals. The table below includes the total number (“N”) of surveys completed disaggregated by the gender of the teacher, race / ethnicity of the teacher, and the type of program completed by the teacher. A weighted score of 1.95 or higher indicates that the evaluated candidate was prepared sufficiently by their EPP. The number and percentage of candidates overall and in each of the demographic groups who met the standard of preparation is shown in the “Met Std” column of Table 1. The remaining columns show the mean weighted score and mean score in each of the six areas overall and by each group. Of the 12,416 teachers evaluated, 9,772 (78.7%) met the standard of preparation. The mean weighted score overall was 2.27.

Principal Survey summary statistics by demographic groups and program type

	N	Met Std	Wtd Score	Plan	Inst	LE	PPR	SWD	ELL
Overall	12,416	9,772 (78.7%)	2.27	2.26	2.24	2.31	2.40	2.21 (N=10,669)	2.19 (N=9,758)
Gender									
Female	9,412	7,527 (80.0%)	2.31	2.29	2.28	2.35	2.43	2.25 (N=7,931)	2.24 (N=7,241)
Male	3,004	2,245 (74.7%)	2.16	2.14	2.14	2.18	2.29	2.10 (N=2,738)	2.08 (N=2,517)
Race / Ethnicity									
Black /African American	1,345	959 (71.3%)	2.15	2.10	2.11	2.22	2.29	2.10 (N=1,162)	2.06 (N=1,045)
Hispanic / Latino	3,687	2,958 (80.2%)	2.29	2.27	2.26	2.34	2.41	2.22 (N=3,098)	2.25 (N=3,109)
Other	644	506 (78.6%)	2.23	2.23	2.22	2.25	2.35	2.18 (N=552)	2.15 (N=522)
White	6,739	5,348 (79.4%)	2.29	2.28	2.26	2.31	2.42	2.24 (N=5,856)	2.19 (N=5,081)
Program Type									
Alternative	6,953	5,316 (76.5%)	2.22	2.20	2.19	2.26	2.35	2.17 (N=6,058)	2.14 (N=5,505)
Post-baccalaureate	488	384 (78.7%)	2.23	2.25	2.22	2.24	2.37	2.15 (N=426)	2.13 (N=377)
Standard	4,975	4,072 (81.8%)	2.35	2.34	2.32	2.38	2.47	2.28 (N=4,185)	2.27 (N=3,876)

ATTACHMENT VII

2018–2019 Teacher Survey Summary Statistics

Number of Surveys Distributed	20530
Number of Surveys Completed	6154
Percent Completed	30.0%
Number of Surveys used in Analysis	4,940

The 2018–2019 Teacher Survey data contains responses from 4,940 first-year teachers. The table below includes the total number (“N”) of preparation surveys completed disaggregated by the gender of the teacher, race / ethnicity of the teacher, and the type of program completed by the teacher. A weighted score of 1.95 or higher indicates that the candidate considered their preparation to be sufficient. The number and percentage of candidates overall and in each of the demographic groups who considered their preparation to meet the standard is shown in the “Met Std” column of Table 1. The remaining columns show the mean weighted score and mean score in each of the six areas overall and by each group. Of the 4,940 teachers who responded, 3,820 (77.3%) considered their preparation to meet standard. The mean weighted score overall was 2.30.

Teacher Survey summary statistics by demographic groups and program type

	N	Met Std	Wtd Score	Plan	Inst	LE	PPR	SWD	ELL
Overall	4,940	3,820 (77.3%)	2.30	2.26	2.28	2.43	2.46	2.13 (N=4,318)	2.21 (N=3,950)
Gender									
Female	3,885	2,974 (76.6%)	2.30	2.26	2.27	2.43	2.46	2.11 (N=3,397)	2.21 (N=3,065)
Male	1,055	846 (80.2%)	2.32	2.28	2.30	2.43	2.45	2.21 (N=921)	2.22 (N=885)
Race / Ethnicity									
Black /African American	665	527 (79.2%)	2.34	2.29	2.32	2.49	2.48	2.21 (N=584)	2.2 (N=537)
Hispanic / Latino	1,419	1,139 (80.3%)	2.34	2.30	2.31	2.46	2.48	2.16 (N=1,185)	2.3 (N=1,195)
Other	240	186 (77.5%)	2.28	2.28	2.25	2.40	2.43	2.07 (N=211)	2.11 (N=190)
White	2,616	1,968 (75.2%)	2.28	2.24	2.25	2.40	2.45	2.11 (N=2,338)	2.17 (N=2,028)
Program Type									
Alternative	3,330	2,512 (75.5%)	2.27	2.21	2.23	2.40	2.41	2.13 (N=2,926)	2.18 (N=2,688)
Post-baccalaureate	188	158 (84.0%)	2.42	2.45	2.42	2.52	2.58	2.22 (N=170)	2.28 (N=156)
Standard	1,422	1,150 (80.9%)	2.37	2.37	2.36	2.49	2.56	2.13 (N=1,222)	2.28 (N=1,106)