

Item 12:

Implementation of SB 2066 to Update Teacher and Principal Surveys for Accountability System for Educator Preparation and Consumer Information Regarding Educator Preparation Programs

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to update language in the principal and teacher surveys to implement the statutory requirements of Senate Bill (SB) 2066, 87th Texas Legislature, Regular Session, 2021. The updates would change the current terminology of “students of limited English proficiency” to “emergent bilingual students” in the principal and teacher surveys.

STATUTORY AUTHORITY: The statutory authority for the principal and teacher surveys are the Texas Education Code (TEC), §21.045(a)(2) and (5), relating the Accountability System for Educator Preparation Programs and §21.0452(b)(4), (10), and (11), relating to Consumer Information Regarding Educator Preparation Programs.

BACKGROUND INFORMATION AND JUSTIFICATION: As part of the Accountability System for Educator Preparation, the TEC, §21.045 requires the SBEC to determine the accreditation status of educator preparation programs (EPPs) based on the appraisal of beginning teachers by principals 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.

SB 2066 requires an update to those surveys to replace language in existing questions regarding “students of limited English proficiency” with “emergent bilingual students.” Changing this terminology does not impact the survey instrument and simply complies with the statutory requirements in SB 2066 and aligns with expectations and terminology in other statutes and rules. The changes also do not impact the operational date of the surveys. Each survey provides a definition and corresponding questions to guide the surveyor. Attachment I, regarding the principal survey, and Attachment II, regarding the teacher survey, represents the current questions and the required changes to implement SB 2066.

MOTION TO BE CONSIDERED:

Approve the updated principal and teacher survey questions as presented.

Staff Member Responsible:

Mark Olofson, Director, Educator Data, Research, and Strategy

Attachments:

- I. Statutory Authority Relating to Principal and Teacher Surveys
- II. Principal Survey Current and SB 2066 Updated Definition and Questions
- III. Teacher Survey Current and SB 2066 Updated Definition and Questions

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

Principal Survey Current and SB 2066 Updated Definition and Questions Regarding Students of Limited English Proficiency to Emergent Bilingual Students

Principal Survey	
Current Definition of Students of Limited English Proficiency	Updated Definition of Emergent Bilingual Students
<p>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."</p>	<p>TEC §29.052(1): "Emergent bilingual student" means a student whose primary language other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English.</p>
Current Questions Regarding Students of Limited English Proficiency	Updated Questions Regarding Emergent Bilingual Students
<p>ENGLISH LANGUAGE LEARNERS This block asks questions about this teacher's preparedness to address the needs of students who have limited English language proficiency as determined by the TAC §89.1203.</p> <p>46. Does this teacher have English language learners (ELLs) as determined by the Texas Administrative Code Section 89.1203 in his/her classroom? (No = 0, Yes = 1) <i>(if they indicate "yes" they will be prompted to the next section)</i></p> <p>ENGLISH LANGUAGE LEARNERS</p> <p>To what extent was this first-year teacher prepared to:</p> <p>47. design lessons that adequately support ELLs to master the Texas Essential Knowledge and Skills (TEKS)?</p> <p>48. develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning?</p> <p>49. support ELLs in mastering the English Language Proficiency Standards (ELPS)?</p> <p>50. understand and adhere to federal and state laws that govern education services for ELLs?</p>	<p>EMERGENT BILINGUAL STUDENTS This block asks questions about this teacher's preparedness to address the needs of emergent bilingual students as defined by the TEC §29.052.</p> <p>46. Does this teacher have emergent bilingual students as defined by the Texas Education Code Section 29.052 in his/her classroom? (No = 0, Yes = 1) <i>(if they indicate "yes" they will be prompted to the next section)</i></p> <p>EMERGENT BILINGUAL STUDENTS</p> <p>To what extent was this first-year teacher prepared to:</p> <p>47. design lessons that adequately support emergent bilingual students to master the Texas Essential Knowledge and Skills (TEKS)?</p> <p>48. develop and/or implement appropriate formal and informal assessments for emergent bilingual students to demonstrate their learning?</p> <p>49. support emergent bilingual students in mastering the English Language Proficiency Standards (ELPS)?</p> <p>50. understand and adhere to federal and state laws that govern education services for emergent bilingual students?</p>

ATTACHMENT III

Teacher Survey Current and SB 2066 Updated Definition and Questions Regarding Students of Limited English Proficiency to Emergent Bilingual Students

Teacher Survey	
Current Definition of Students of Limited English Proficiency	Updated Definition of Emergent Bilingual Students
<p>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."</p>	<p>TEC §29.052(1): "Emergent bilingual student" means a student whose primary language other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English.</p>
Current Questions Regarding Students of Limited English Proficiency	Updated Questions Regarding Emergent Bilingual Students
<p>Do you have English language learners (ELLs) as determined by the Texas Administrative Code Section 89.1203 in your classroom? <i>(if they indicate "yes" they will be prompted to the next section)</i></p> <p>ENGLISH LANGUAGE LEARNERS</p> <p>To what extent did your educator preparation program prepare you to:</p> <p>45. design lessons that adequately support ELLs to master the Texas Essential Knowledge and Skills (TEKS)?</p> <p>46. develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning?</p> <p>47. support ELLs in mastering the English Language Proficiency Standards (ELPS)?</p> <p>48. understand and adhere to federal and state laws that govern education services for ELLs?</p>	<p>Do you have emergent bilingual students as defined by the Texas Education Code Section 29.052 in your classroom? <i>(if they indicate "yes" they will be prompted to the next section)</i></p> <p>EMERGENT BILINGUAL STUDENTS</p> <p>To what extent did your educator preparation program prepare you to:</p> <p>45. design lessons that adequately support emergent bilingual students to master the Texas Essential Knowledge and Skills (TEKS)?</p> <p>46. develop and/or implement appropriate formal and informal assessments for emergent bilingual students to demonstrate their learning?</p> <p>47. support emergent bilingual students in mastering the English Language Proficiency Standards (ELPS)?</p> <p>48. understand and adhere to federal and state laws that govern education services for emergent bilingual students?</p>