

## Item 11:

# Implementation of HB 159 and Discussion of 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 House Bill (HB) 159, 87th Texas Legislature, Regular Session, 2021. The updates would change the current definition for students with disabilities in the surveys to reflect language in the bill. The updates would also clarify the types of interactions with students that would qualify the principal or teacher to complete these sections. This item also provides the SBEC an opportunity to see the surveys' results for the 2021-2022 academic year.

**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.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**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. These SBEC-approved surveys were developed to determine principal and teacher perceptions of the efficacy of EPPs to prepare teachers to effectively teach students based on criteria set out by the Board. These surveys include sections of questions that ask about the preparation of the teachers to effectively teach students with disabilities and emergent bilingual students.

HB 159 established the definition for a "student with a disability," reflected in new TEC §21.001(4), as a student who is:

- A. eligible to participate in a school district's special education program under Section 29.003;
- B. covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794); or
- C. covered by the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.)

This item will allow the SBEC to update the Principal and Teacher surveys to implement HB 159 to ensure the survey questions regarding the preparation of educators to instruct students with

disabilities aligns with the population of students defined in statute. The current definition in the survey is limited to (A) above regarding only students eligible to participate in a school district's special education program. The new definition will ensure that students covered by Section 504 and the Individuals with Disabilities Education Act will also be included in the definition of students with disabilities in the survey questions. The current and proposed new definition to implement HB 159 on the Principal Survey and Teacher Survey are reflected in Attachments I and II.

In addition to the expanded definition to implement HB 159, stakeholders have requested that the qualifying interactions that first-year and new teachers have with students with disabilities be expanded as well. Currently, the questions are targeted so that they are only answered for teachers with students defined in (A) above "in his/her classroom." As stakeholders have pointed out, this language may not be inclusive of all situations where a teacher would use their training in working with these students as there are many instances where educators have instructional time with students with disabilities but they are not documented as the teacher of record. To ensure that principals and teachers answer these questions in all cases where educators have instructional time with students with disabilities, the proposed question changes the wording to more accurately reflect these interactions. The current and proposed expanded questions on the Principal Survey and Teacher Survey are presented in Attachments I and II.

To align with the recommended expansion to reflect interactions with students with disabilities, TEA staff recommends an additional update to the qualifying question regarding emergent bilingual students, as the current language may also not be inclusive of situations where a teacher would use their training in working with emergent bilingual students. There may be instances where educators have instructional time with emergent bilingual students, but the teacher is not serving as their teacher of record. Aligning these qualifying questions will ensure responses related to the preparation of all teachers who work with emergent bilingual students. The current and proposed expanded question on the Principal Survey and Teacher Survey are presented in Attachments I and II.

These changes to the survey instruments do not significantly impact the content or structure of the surveys and will not impact the operational date of the surveys. Attachment I, regarding the principal survey, and Attachment II, regarding the teacher survey, present the current questions and the changes to implement HB 159. Attachment III provides a report on the most recent Principal survey, and Attachment IV provides a report on the most recent Teacher survey.

#### **MOTION TO BE CONSIDERED:**

Approve the updated principal and teacher survey questions as presented.

#### **Staff Members Responsible:**

Mark Olofson, Director, Educator Data, Research, and Strategy  
Jeremy Landa, Director, EDRS-EPCE

#### **Attachments:**

- I. Principal Survey Current and HB 159 Updated Definition and Questions
- II. Teacher Survey Current and HB 159 Updated Definition and Questions
- III. 2022 Principal Survey Report
- IV. 2022 Teacher Survey Report

**ATTACHMENT I**

**Principal Survey Current and HB 159 Updated Definition and Questions Regarding Students with a Disability**

<b>Principal Survey</b>	
<b>Current Definition of Students with a Disability</b>	<b>Updated Definition of Student with a Disability</b>
<p>TAC §29.003: ELIGIBILITY CRITERIA. (a) The agency shall develop specific eligibility criteria based on the general classifications established by this section with reference to contemporary diagnostic or evaluative terminologies and techniques. Eligible students with disabilities shall enjoy the right to a free appropriate public education, which may include instruction in the regular classroom, instruction through special teaching, or instruction through contracts approved under this subchapter. Instruction shall be supplemented by the provision of related services when appropriate.</p> <p>(b) A student is eligible to participate in a school district's special education program if the student:</p> <p>(1) is not more than 21 years of age and has a visual or auditory impairment that prevents the student from being adequately or safely educated in public school without the provision of special services; or</p> <p>(2) is at least three but not more than 21 years of age and 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:</p> <p>(A) physical disability;</p> <p>(B) intellectual or developmental disability;</p> <p>(C) emotional disturbance;</p> <p>(D) learning disability;</p> <p>(E) autism;</p> <p>(F) speech disability; or</p> <p>(G) traumatic brain injury.</p>	<p>TEC §21.001(4): "Student with a disability" means a student who is:</p> <p>(A) eligible to participate in a school district's special education program under Section 29.003;</p> <p>(B) covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794); or</p> <p>(C) covered by the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).</p>

<b>Current Questions containing definition of Students with Disabilities</b>	<b>Updated Questions containing definition of Students with Disabilities</b>
<p><b>STUDENTS WITH DISABILITIES</b>                      This block asks questions about this teacher's preparedness to address the needs of students with disabilities</p> <p>39. Does this teacher have students with disabilities as determined by the Texas Education Code §29.003 in his/her classroom? (No = 0, Yes = 1)</p>	<p><b>STUDENTS WITH DISABILITIES</b>                      This block asks questions about this teacher's preparedness to address the needs of students with disabilities, as defined by Texas Education Code §21.001(4).</p> <p>"Student with a disability" means a student who is:                      (A) eligible to participate in a school district's special education program under Section 29.003;                      (B) covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794); or                      (C) covered by the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).</p> <p>39. Does this teacher have instructional time with any students with disabilities, as determined by Texas Education Code 21.001(4)? (No = 0, Yes = 1).</p>
<b>Current Question containing requirement of contact with emergent bilingual students for completing the section</b>	<b>Updated Question containing requirement of contact with emergent bilingual students for completing the section</b>
<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)</p>	<p>46. Does this teacher have instructional time with any emergent bilingual students as defined by the Texas Education Code Section 29.052? (No = 0, Yes = 1)</p>

**ATTACHMENT II**

**Teacher Survey Current and HB 159 Updated Definition and Questions Regarding Students with a Disability**

<b>Teacher Survey</b>	
<b>Current Definition of Students with a Disability</b>	<b>Updated Definition of Student with a Disability</b>
<p>TAC §29.003: ELIGIBILITY CRITERIA. (a) The agency shall develop specific eligibility criteria based on the general classifications established by this section with reference to contemporary diagnostic or evaluative terminologies and techniques. Eligible students with disabilities shall enjoy the right to a free appropriate public education, which may include instruction in the regular classroom, instruction through special teaching, or instruction through contracts approved under this subchapter. Instruction shall be supplemented by the provision of related services when appropriate.</p> <p>(b) A student is eligible to participate in a school district's special education program if the student:</p> <p>(1) is not more than 21 years of age and has a visual or auditory impairment that prevents the student from being adequately or safely educated in public school without the provision of special services; or</p> <p>(2) is at least three but not more than 21 years of age and 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:</p> <p>(A) physical disability;</p> <p>(B) intellectual or developmental disability;</p> <p>(C) emotional disturbance;</p> <p>(D) learning disability;</p> <p>(E) autism;</p> <p>(F) speech disability; or</p> <p>(G) traumatic brain injury.</p>	<p>TEC §21.001(4): "Student with a disability" means a student who is:</p> <p>(A) eligible to participate in a school district's special education program under Section 29.003;</p> <p>(B) covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794); or</p> <p>(C) covered by the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).</p>

<b>Current Questions containing definition of Students with Disabilities</b>	<b>Updated Questions containing definition of Students with Disabilities</b>
<p><b>STUDENTS WITH DISABILITIES</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>(A) physical disability;</li> <li>(B) mental retardation;</li> <li>(C) emotional disturbance;</li> <li>(D) learning disability;</li> <li>(E) autism;</li> <li>(F) speech disability; or</li> <li>(G) traumatic brain injury."</li> </ul> <p>Do you have students with disabilities as determined by the Texas Education Code §29.003 in your classroom?</p>	<p><b>STUDENTS WITH DISABILITIES</b></p> <p>A student with disabilities as defined in TEC §21.001(4): "Student with a disability" means a student who is:</p> <ul style="list-style-type: none"> <li>(A) eligible to participate in a school district's special education program under Section 29.003;</li> <li>(B) covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794); or</li> <li>(C) covered by the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).</li> </ul> <p>Do you have instructional time with any students with disabilities, as determined by Texas Education Code 21.001(4)?</p>
<p><b>Current Question containing requirement of contact with emergent bilingual students for completing the section</b></p>	<p><b>Updated Question containing requirement of contact with emergent bilingual students for completing the section</b></p>
<p>Do you have emergent bilingual students as defined by the Texas Education Code Section 29.052 in your classroom?</p>	<p>Do you have instructional time with any emergent bilingual students as defined by the Texas Education Code Section 29.052? (No = 0, Yes = 1)</p>

## ATTACHMENT III

## 2021-2022 Principal Survey Summary

Number of Surveys Distributed	15,558
Number of Surveys Completed	10,666
Percent Completed	68.6%
Number of Surveys used in Analysis	9,118

The 2021-22 Principal Survey data contains responses regarding the preparation of 9,118 first-year teachers gathered from 3,800 distinct principals. The survey is divided into sections, which are briefly summarized in Table 1.

Table 1: Sections in the Principal Survey

Section	Brief Description
Planning (Plan)	These questions ask about the teacher's preparedness to plan instruction for students.
Instruction (Inst)	These questions ask about teacher's preparedness to implement instruction in the classroom.
Learning Environment (LE)	These questions ask about the teacher's preparedness to establish a positive classroom environment that encourages learning.
Pedagogy and Professional Responsibilities (PPR)	These questions ask about the teacher's preparedness to meet the professional responsibilities associated with the role as an educator.
Students with Disabilities (SWD) <i>Note: This section is only completed if principals identify that teachers have students with disabilities in their classroom</i>	These questions ask about the teacher's preparedness to address the needs of students with disabilities.
Emergent Bilingual Students (EBS) <i>Note: This section is only completed if principals identify that teachers have emergent bilingual students in their classroom</i>	These questions ask about the teacher's preparedness to address the needs of emergent bilingual students as defined by the TEC §29.052.

Table 2 includes the total number ("N") of surveys completed disaggregated by the gender of the teacher, race / ethnicity of the teacher, and the preparation route completed by the teacher. A weighted score of 1.95 or higher indicates that principals evaluated the candidate to meet performance expectations as defined by the Accountability System for Educator Preparation. In Table 2, the met std. column includes the number and percentage of candidates who met the 1.95 weighted score standard. The remaining seven columns include the mean scores of the

weighted survey and the subscales. Overall, 7,353 of the 9,118 teachers evaluated met the standard of preparation. The mean weighted score overall was 2.31.

Table 2: Summary statistics by demographic groups and preparation route

	N	Met Std	Wtd Score	Plan	Inst	LE	PPR	SWD	EBS
Overall	9,118	7,353 (80.6%)	2.31	2.30	2.28	2.34	2.42	2.24 (N= 7,938)	2.25 (N=5,869)
<b>Gender</b>									
Female	6,794	5,521 (81.3%)	2.33	2.32	2.30	2.36	2.44	2.26 (N=5,797)	2.28 (N=4,121)
Male	2,324	1,832 (78.8%)	2.25	2.23	2.23	2.27	2.37	2.20 (N=2,141)	2.17 (N=1,748)
<b>Ethnicity</b>									
Black /African Amer.	837	638 (76.2%)	2.22	2.20	2.19	2.27	2.34	2.17 (N=730)	2.14 (N=506)
Hispanic / Latino	3,195	2,623 (82.1%)	2.33	2.31	2.29	2.37	2.44	2.24 (N=2,757)	2.28 (N=2,362)
Other	469	372 (79.3%)	2.26	2.26	2.25	2.20	2.40	2.20 (N=403)	2.22 (N=305)
White	4,617	3,720 (80.6%)	2.31	2.31	2.29	2.34	2.43	2.26 (N=4,048)	2.24 (N=2,696)
<b>Preparation Route</b>									
Alternative	4,938	3,988 (80.8%)	2.28	2.27	2.25	2.32	2.40	2.23 (N=4,350)	2.21 (N=3,261)
Post-baccalaureate	287	222 (77.4%)	2.26	2.28	2.25	2.26	2.39	2.19 (N=252)	2.23 (N=197)
Standard	3,893	3,143 (80.7%)	2.34	2.34	2.32	2.37	2.45	2.26 (N=3,336)	2.30 (N=2,411)



**ATTACHMENT IV**

**2021-2022 Teacher Survey Summary**

Number of Surveys Distributed	20,655
Number of Surveys Completed	6,737
Percent Completed	32.6%
Number of Surveys used in Analysis	5,242

The 2021-22 Teacher Survey data contains responses from teachers regarding their perceptions of how well their preparation prepared them to teach. The survey is divided into sections, which are briefly summarized in Table 1.

Table 1: Sections in the Teacher Survey

Section	Brief Description
Planning (Plan)	These questions ask about the teacher’s preparedness to plan instruction for students.
Instruction (Inst)	These questions ask about teacher's preparedness to implement instruction in the classroom.
Learning Environment (LE)	These questions ask about the teacher's preparedness to establish a positive classroom environment that encourages learning.
Pedagogy and Professional Responsibilities (PPR)	These questions ask about the teacher's preparedness to meet the professional responsibilities associated with the role as an educator.
Students with Disabilities (SWD) <i>Note: This section is only completed if teachers identify that they have students with disabilities in their classroom</i>	These questions ask about the teacher's preparedness to address the needs of students with disabilities.
Emergent Bilingual Students (EBS) <i>Note: This section is only completed if teachers identify that they have emergent bilingual students in their classroom</i>	These questions ask about the teacher's preparedness to address the needs of emergent bilingual students as defined by the TEC §29.052.

Table 2 includes the total number (“N”) of surveys completed disaggregated by the gender of the teacher, race / ethnicity of the teacher, and the preparation route completed by the teacher. A weighted score of 1.95 or higher indicates that teachers believed their educator preparation program met performance expectations as defined by the Accountability System for Educator Preparation. In Table 2, the met std. column includes the number and percentage of candidates who met the 1.95 weighted score standard. The remaining seven columns include the mean

scores of the weighted survey and the subscales. Overall, 3,666 of the 5,242 teachers evaluated met the standard of preparation. The mean weighted score overall was 2.20.

Table 2: Summary statistics by demographic groups and preparation route

	N	Met Std	Wtd Score	Plan	Inst	LE	PPR	SWD	EBS
Overall	5,242	3,666 (69.9%)	2.20	2.20	2.19	2.29	2.34	2.03 (N= 4,740)	2.09 (N=3,708)
<b>Gender</b>									
Female	4,076	2,812 (69.0%)	2.19	2.19	2.17	2.28	2.33	2.00 (N=3,670)	2.08 (N=2,804)
Male	1,166	854 (73.2%)	2.24	2.23	2.25	2.32	2.37	2.11 (N=1,070)	2.12 (N=904)
<b>Race / Ethnicity</b>									
Black /African Amer.	652	495 (75.9%)	2.29	2.28	2.29	2.42	2.40	2.18 (N=591)	2.13 (N=441)
Hispanic / Latino	1,580	1,156 (73.2%)	2.25	2.24	2.22	2.33	2.39	2.05 (N=1,347)	2.21 (N=1,231)
Other	290	202 (69.7%)	2.21	2.24	2.23	2.26	2.36	1.99 (N=269)	2.13 (N=231)
White	2,720	1,813 (66.7%)	2.14	2.15	2.14	2.23	2.30	1.98 (N=2,533)	1.99 (N=1,805)
<b>Preparation Route</b>									
Alternative	3,267	2,254 (69.0%)	2.18	2.17	2.17	2.28	2.31	2.06 (N=2,955)	2.06 (N=2,330)
Post-baccalaureate	176	120 (68.2%)	2.19	2.24	2.20	2.30	2.37	1.92 (N=168)	2.03 (N=137)
Standard	1,799	1,292 (71.8%)	2.22	2.24	2.22	2.29	2.40	1.98 (N=1,617)	2.14 (N=1,241)