

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 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

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 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. 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 inns1 with

ATTACHMENT I

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

Principal Survey	
Current Definition of Students with a Disability	Updated Definition of Student with a Disability

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.

(b) A student is eligible to participate in a school district's special education program if the student:

(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

(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:

ATTACHMENT II

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

Teacher Survey	
Current Definition of Students with a Disability	Updated Definition of Student with a Disability

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)
Gender									
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)
Ethnicity									
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						

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)	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)

Note: This section is only completed if teachers

