Topic One – Continuing Entity Reviews

At the time of a review, the entity shall submit to the TEA staff a status report regarding its compliance with existing standards and requirements:

- ownership and governance of the EPP;
- criteria for admission to the EPP;
- EPP curriculum;
- EPP coursework and/or training, including ongoing support during clinical teaching, internship, and practicum experiences;
- certification procedures;
- assessment and evaluation of candidates for certification and EPP improvement;
- professional conduct of EPP staff and candidates;
- EPP complaint procedures; and
- required submissions of information, surveys, and other accountability data.

Questions to discuss at your table:

1. What should a status report contain?
2. How is a discretionary review status report different from a five-year review status report?
3. What should the relationship be between process inputs and performance outcomes?

TEA staff shall, at the minimum, use the following risk factors to determine the need for discretionary reviews and the type of five-year reviews:

- a history of the program's compliance with state law and board rules, standards, and procedures, with consideration given to:
    - the seriousness of any violation of a rule, standard, or procedure;
    - whether the violation resulted in an action being taken against the program;
    - whether the violation was promptly remedied by the program;
    - the number of alleged violations; and
    - any other matter considered to be appropriate in evaluating the program's compliance history;

Questions to discuss at your table:

1. How should TEA staff distinguish between the seriousness of violations?
2. How should violations that do not result in actions be considered?
3. What should determine promptness?
4. Should it be the number of violations or a percentage based on the number of candidates?
5. What other matters should be considered and how should they be considered?

- whether the program meets the accountability standards under Texas Education Code, §21.045; and

Questions to discuss at your table:

1. How should action plans be incorporated into discretionary or five-year reviews?
2. Should there be difference in which standards are being met? Is one standard more important than another?
3. Should a program that has met all standards over five years, a program that has been increasing the number of standards met over time, and a program that has been decreasing the number of standards met over time be reviewed differently? If so, how should the reviews be different?

- whether a program is accredited by other organizations.

Questions to discuss at your table:

1. What accrediting organizations should be considered?
2. How should a program's accreditation by another organization be considered?
3. How should a program's accreditation review by another organization be considered?

Topic Two – Alignment of Surveys with Standards

Principal Survey - The results of appraisals of first-year teachers by administrators, based on a survey in a form to be approved by the SBEC. The performance standard shall be the percentage of first-year teachers from each EPP who are appraised as "sufficiently prepared" or "well prepared."

Teacher Satisfaction Survey - The results from a teacher satisfaction survey, in a form approved by the SBEC, of new teachers administered at the end of the first year of teaching under a standard certificate. The performance standard shall be the percentage of teachers who respond that they were "sufficiently prepared" or "well prepared" by their EPP.

Questions to discuss at your table:

1. To what degree should the Principal and Teacher Satisfaction Surveys be aligned to the Texas Teacher Standards?
2. If it needs to be aligned to the standards, should it be aligned at the standard or proficiency level?
3. To what degree should the Principal and Teacher Satisfaction Surveys be aligned to the Texas Teacher Evaluation and Support System rubric?
4. If it needs to be aligned to the rubric, should it be aligned at the dimension or descriptor level?
5. If it needs to be aligned to the rubric, how should "sufficiently prepared" or "well prepared" be aligned with the rubric ratings?
6. To what degree should the Principal and the Teacher Satisfaction Surveys be aligned with each other?

Topic Three – Accountability System for Educator Preparation Annual Report

An ASEP Annual Report populated with 2014-2015 data will be published on the TEA web site in December of 2016 for each EPP. EPPs will be sent their own data for review in late October so that any discrepancies can be addressed.

Question to discuss at your table:

1. What changes need to be made to format or footnotes on the Minimum Accountability Standards page?
2. What changes need to be made to format or footnotes on the Annual Performance Report Indicators page?
3. What changes need to be made to format or footnotes on the Consumer Information page?

T-TESS Domains

- design clear, well-organized, sequential lessons that reflect best practice, align with the standards, and are appropriate for diverse learners.
- use formal and informal methods to measure student progress, then manage and analyze student data to inform instruction.
- ensure high levels of learning, social-emotional development and achievement for all students through knowledge of students and proven practices
- plan engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.
- support all learners in their pursuit of high levels of academic and social-emotional success.
- use content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
- clearly and accurately communicate to support persistence, deeper learning and effective effort.
- differentiate instruction, aligning methods and techniques to diverse student needs.
- formally and informally collect, analyze and use student progress data and make needed lesson adjustments.
- organize a safe, accessible, and efficient classroom.
- establish, communicate, and maintain clear expectations for student behavior.
- lead a mutually respectful and collaborative class of actively engaged learners.
- formally and informally collect, analyze and use student progress data and make needed lesson adjustments.
- reflect on his/her practice.
- enhance the professional community.
- demonstrate leadership with students, colleagues, and community members in the school, district, and community through effective communication and outreach.

228 Clinical Teaching and Internship Prerequisites

(A)   designing clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher-order thinking, persistence, and achievement;

(B)   formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments;

(C)   ensuring high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;

(D)   clearly and accurately communicating to support persistence, deeper learning, and effective effort;

(E)   organizing a safe, accessible, and efficient classroom;

(F)   establishing, communicating, and maintaining clear expectations for student behavior;

(G)   leading a mutually respectful and collaborative class of actively engaged learners;

(H)   meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities;

(I)   reflect on his or her practice; and

(J)   effectively communicating with students, families, colleagues, and community members.

229 Consumer Information

(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;

(5)   the activities offered by the program that are designed to prepare teachers to:

(A)   integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and

(B)   use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement;

ATTACHMENT V

Principal Survey Questions

Overview

The Principal Survey includes 33 questions from the current survey that asks principals how well the educator preparation program prepared a first-year teacher. It addresses Texas Education Code §21.045(a)(2). The survey asks how well the beginning teacher was prepared regarding the Classroom Environment, Instruction, Students with Disabilities, Limited English Proficient Students, Technology Integration and the Use of Technology with Data.

Selected Response Questions

The principal can select from one of four responses to most questions on the survey.

- **<u>Well prepared</u>** – All or almost all of the time, the beginning teacher was able to demonstrate a thorough understanding and had the required knowledge and skills.
- **<u>Sufficiently prepared</u>** – Most of the time, the beginning teacher was able to demonstrate a general understanding and had the required knowledge and skills.
- **<u>Not sufficiently prepared</u>** – The beginning teacher demonstrated limited understanding and had partial required knowledge and skills.
- **<u>Not at all prepared</u>** – The beginning teacher demonstrated little to no understanding and had minimal required knowledge and skills.

The prefix to the questions is "To what extent did the educator preparation program prepare this beginning teacher to:"

Section II: Classroom Environment

1. effectively implement discipline management procedures?
2. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
3. provide support to achieve a positive, equitable, and engaging learning environment?
4. build and maintain positive rapport with students?
5. build and maintain positive rapport and two-way communication with students' families?

Section III: Instruction

6. implement varied instruction that integrates critical thinking, inquiry, and problem solving?
7. respond to the needs of students by being flexible in instructional approach and differentiating instruction?
8. use the results of formative assessment data to guide instruction?
9. engage and motivate students through learner-centered instruction?
10. integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?
11. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?
12. set clear learning goals and align instruction with standards-based content?
13. provide quality and timely feedback to students?

Section IV: Students with Disabilities

14. differentiate instruction to meet the academic needs of students with disabilities?
15. differentiate instruction to meet the behavioral needs of students with disabilities?
16. provide appropriate ways for students with disabilities to demonstrate their learning?
17. understand and adhere to the federal and state laws that govern special education services?
18. make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?
19. develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives?
20. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

Section V: English Language Learners

21. provide appropriate ways for LEP-ELL students to demonstrate their learning?
22. understand and adhere to federal and state laws that govern education services for LEP-ELL students?
23. comply with district and campus policies and procedures regarding LEP-ELL students?
24. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?
25. model and teach the forms and functions of academic English in content areas?

Section VI: Technology Integration

26. use technology available on the campus to integrate curriculum to support student learning?
27. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?
28. teach students developmentally appropriate technology skills?
29. use technology to make learning more active and engaging for students?

Section VII: Using Technology with Data

30. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?
31. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?
32. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?
33. use available technology to collect and manage formative assessment data to guide instruction?

PLANNING DIMENSION 1.4
Activities

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed

STUDENT-CENTERED ACTIONS ← TEACHER-CENTERED ACTIONS

Distinguished	**Accomplished**	**Proficient**	**Developing**	**Improvement Needed**
Instructional Planning Includes:	**Instructional Planning Includes:**	**Instructional Planning Includes:**	**Instructional Planning Includes:**	**Instructional Planning Includes:**
• Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application • Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability. • The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.	• Questions that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.	• Questions that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes.	• Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.	• Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed

STUDENT-CENTERED ACTIONS ← TEACHER-CENTERED ACTIONS

The Teacher	The Teacher	The Teacher	The Teacher	The Teacher
• Provides opportunities for students to establish high academic and social-emotional expectations for themselves. • Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. • Provides opportunities for students to self-monitor and self-correct mistakes. • Systematically enables students to set goals for themselves and monitor their progress over time.	• Provides opportunities for students to establish high academic and social-emotional expectations for themselves. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Anticipates student mistakes and encourages students to avoid common learning pitfalls. • Establishes systems where students take initiative of their own learning and self-monitor.	• Sets academic expectations that challenge all students. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Addresses student mistakes and follows through to ensure student mastery. • Provides students opportunities to take initiative of their own learning.	• Sets academic expectations that challenge most students. • Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. • Sometimes addresses student mistakes. • Sometimes provides opportunities for students to take initiative of their own learning.	• Sets expectations that challenge few students. • Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective. • Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. • Rarely provides opportunities for students to take initiative of their own learning.

Institution Name: ABC University   County/District Number: 11111

Contact: Dr. John Doe
Address: 123 Brown Street San Antonio, TX 78212-7200
Phone: 210-999-9999   **Web Address:** www.abcuniversity.edu
Program Type: University Undergraduate; Post Baccalaureate   **Subtype:** University

ABC University – Minimum Accountability Standards – TEC 21.045(a)

Standard	2014-2015	Statewide 2014-2015
Accreditation Status[1]	Accredited	97% Accredited
Indicator 1: Percent Completers Passing Certification Examinations[2]	85%	94%
Indicator 2: Principal Appraisal of First Year Teachers[3]	84%	74%
Indicator 3: Improvement in Student Achievement[4]	Not Applicable	Not Applicable
Indicator 4: Frequency and Duration of Field Observations[5]	Greater than 95%	85% of EPPs greater than 95%
Indicator 4: Quality of Field Supervision[6]	93%	93%
Indicator 5: Satisfaction of New Teachers[7]	Not Available	Not Available

1. According to TEC §21.045 and §21.0451, accreditation status should be based on: (1) results of the certification examinations, (2) appraisals of first-year teachers, (3) achievement of students taught by beginning teachers, and (4) the frequency, duration, and quality of structural guidance and ongoing support provided by field supervisors that prepared them while in the program, and (5) survey of new teachers. Accreditation status reports are available on the consumer information page of the TEA Web site.
2. Percentage of individuals that the program reported as completers who passed the certification examinations required for the certification they pursued. For the state as a whole, the average is the passing percentage for all the individual programs.
3. Percentage of Principal Survey respondents who reported on average that the first-year teachers were well prepared or sufficiently prepared for their first year of teaching. More information on principal evaluations of new teachers is available in the Performance on the Appraisal System for Beginning Teachers.
4. Data for this measure are under development. There is no standard for improvement in achievement at this time.
5. Percentage of candidates that received at least three 45-minute observations. The standard is that 95% of candidates receive at least three 45-minute observations.
6. Percentage of respondents who reported on average "Frequently" or "Always/Almost Always" on the field observation questions of the Exit Survey. More information on the Exit Survey is available on the consumer information page of the TEA web site.
7. Satisfaction data from new teachers following their first year of teaching with a standard certificate. No standard for Standard 5 at this time. Data for this measure are under development.

2014-2015 Accountability System for Educator Preparation Annual Report – October 3, 2016

ABC University–Annual Performance Report Indicators – TEC 21.045(b)

Standard	2014-2015	Statewide 2014-2015
Acceptance Rate[8]	93%	57%
Applied	46	68,749
Admitted[9]	43	39,483
Retained in Program[10]	32	47,700
Completed the Program[11]	31	27,643
Number Fully Certified[12]	Not Applicable	Not Applicable
Percent Fully Certified	Not Applicable	Not Applicable
Number Employed Within a Year of Completion[13]	20	19,205
Percent Employed Within a Year of Completion	60%	87%
Average Length of Probationary Certification (days)[14]	Not Applicable	Not Applicable
Number Remaining in the Profession for 5 years[15]	7	17,304
Percent Remaining in the Profession for 5 years	33%	60%
Candidates/Supervisor[16]	1:1	10:1

8. The percentage of candidates who applied to a program that were actually admitted.

9. The number of candidates allowed to enter the educator preparation program.

10. The number of candidates who were admitted to the educator preparation program during the reporting year or previous year, but have not yet finished or left the program.

11. The number of candidates who finished the program requirements in a reporting year.

12. Reporting the number and percent of candidates fully certified within one year of completing a program was required by HB 2205, effective September 1, 2015. This data will not be reported for 2014-2015.

13. Completers who were issued an initial, standard teacher certificate during the first certification year shown and were employed for the first or second school year after certification are counted as employed. Includes both teaching and non-teaching positions in the Texas public school system.

14. For completers who earned their standard certificate, this is the time between the effective date of their first probationary certificate and the effective date of their standard certificate. This data will not be reported for 2014-2015.

15. Completers who were issued an initial, standard teacher certificate during the second certification year shown, were employed for the first or second school year after certification, and were employed for the fifth year after certification are counted as retained. Includes both teaching and non-teaching positions in the Texas public school system.

16. The ratio of candidates placed as interns by each educator preparation program, to the number of supervisors.

ABC University – Consumer Information – TEC §21.0452(b)

Standard	2014-2015	Statewide 2014-2015
Candidates' Overall GPA[17]	3.35	3.19
Average GPA in Subject Area[18]	3.35	3.25
Incoming Class GPA[19]	3.35	3.20
Candidates' Average SAT[20]	Not Applicable	1214
Candidates' Average ACT[20]	Not Applicable	24
Candidate's Average GRE[20]	Not Applicable	548
Prepared to Teach Students with Disabilities[21]	78%	72%
Prepared to Teach English Language Learners[21]	92%	76%
Prepared to Integrate Technology into Teaching[21]	89%	91%
Prepared to Use Technology to Collect, Manage and Analyze Data[21]	88%	89%
Candidate/Supervisor Fall Semester[22]	Not Applicable	Not Applicable
Candidate/Supervisor Spring Semester[22]	Not Applicable	Not Applicable
Pass Rate – All Candidates, All Tests[23]	47%	57%

17. Average GPA on all college or university coursework candidates took before entering the program as reported by the educator preparation program.
18. The average GPA candidates earned on content courses in the certification field as reported by the educator preparation program.
19. The average GPA of candidates that programs used to determine admission to the program as reported by the educator preparation program. The incoming class GPA will differ from the candidates' overall GPA because programs may admit candidates on the strength of their last 60 hours of coursework rather than on their overall academic record (TEC §21.0441(a)(1)(B)).
20. If the program does not use the assessment for admission, then the data is not reported. Data is reported by the educator preparation program.
21. Percentage of Principal Survey respondents who reported on average that the candidates were well prepared or sufficiently prepared with the requisite skills.
22. Reporting candidate/supervisor ratios by semester was required by HB 2205, effective September 1 2015. Data will not be reported on this measure until 2018.
23. For all tests that the program approved, the percentage of test attempts that the candidates passed.