



Accountability System for Educator Preparation (ASEP)

Indicator 2: Principal Appraisal of First-Year Teachers

BAYLOR UNIVERSITY

This report presents results from the principal survey of beginning teachers. In this survey, principals describe the preparation of new teachers in six categories of practices. Principals complete surveys for first-year teachers who graduated at any time during the 5 years prior to the reporting period and who taught in the Texas public school system for a minimum of 5 months during the reporting period. Teachers on both standard and probationary certificates are included.

Percentages note the percent of teachers prepared by an EPP who received an average score of Sufficiently Prepared or Well Prepared when all applicable questions were averaged, and within each of the six categories. The overall percentage serves as indicator 2 of the Accountability System for Educator Preparation (ASEP) Accountability Performance Indicators. The percentages within each category are Consumer Information, required by the Texas Education Code. Due to teachers having strengths in different areas and the way the overall indicator is computed, the percentages in the six categories cannot be expected to average to the overall proficiency standard. For details about the survey, visit:

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

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| Classroom Environment | EPP | State |
|--------------------------------------------------------------------------------------------------------------------------------------|------------|--------------|
| To effectively implement discipline management procedures | 86% | 82% |
| To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning | 83% | 84% |
| To provide support to achieve a positive, equitable, and engaging learning environment | 94% | 89% |
| To build and maintain positive rapport with students | 94% | 92% |
| To build and maintain positive rapport and two-way communication with students' families | 93% | 89% |
| Instruction | EPP | State |
| To implement varied instruction that integrates critical thinking, inquiry, and problem solving | 90% | 86% |
| To respond to the needs of students by being flexible in instructional approach and differentiating instruction | 93% | 86% |
| To use the results of formative assessment data to guide instruction | 85% | 86% |
| To engage and motivate students through learner-centered instruction | 94% | 87% |
| To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction | 94% | 87% |
| To assume various roles in the instructional process (e.g. instructor, facilitator, audience) | 92% | 88% |
| To set clear learning goals and align instruction with standards-based content | 92% | 89% |

Percentage of First Year Teachers Appraised as Sufficiently or Well Prepared from 2015 – 2017

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Performance Standard: 70% (Reporting purposes only for 2016-17)

| | N | 2014-15 | N | 2015-16 | N | 2016-17 |
|----------------------------------------------------------------|-----|---------|----|---------|----|---------|
| Indicator 2: Principal Appraisal of First-Year Teachers | 105 | 81% | 76 | 92% | 86 | 80% |
| Classroom Environment | 105 | 83% | 76 | 93% | 86 | 80% |
| Instruction | 105 | 81% | 76 | 96% | 86 | 81% |
| Students with Disabilities | 79 | 81% | 61 | 94% | | |