



# Accountability System for Educator Preparation (ASEP) Indicator 2: Principal Appraisal of First-Year Teachers

## EIT: EXCELLENCE IN TEACHING

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: <https://tinyurl.com/ydy335z8>

### Indicator 2 Outcomes

**EPP Score: 100**

**Standard: 70\***

**State Average: 73**

Met Standard 2: SGE\*\*

Region ESC: Edinburg

EPP Type: Alternative

# Certifications: 4

# Graduates Rated (N): 3

\* Reporting purposes only for 2016-17

## 2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

### EIT: EXCELLENCE IN TEACHING (N=3)

<b>Classroom Environment</b>	<b>EPP</b>	<b>State</b>
To effectively implement discipline management procedures	100%	82%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	100%	84%
To provide support to achieve a positive, equitable, and engaging learning environment	100%	89%
To build and maintain positive rapport with students	100%	92%
To build and maintain positive rapport and two-way communication with students' families	100%	89%
<b>Instruction</b>	<b>EPP</b>	<b>State</b>
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	100%	86%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	100%	86%
To use the results of formative assessment data to guide instruction	100%	86%
To engage and motivate students through learner-centered instruction	100%	87%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	100%	87%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	100%	88%
To set clear learning goals and align instruction with standards-based content	100%	89%
To provide quality and timely feedback to students	100%	90%
<b>Students with Disabilities</b>	<b>EPP</b>	<b>State</b>
To differentiate instruction to meet the academic needs of students with disabilities	100%	84%
To differentiate instruction to meet the behavioral needs of students with disabilities	100%	82%
To provide appropriate ways for students with disabilities to demonstrate their learning	100%	87%
To understand and adhere to the federal and state laws that govern special education services	100%	91%
To make appropriate decisions (e.g., when and how to make accommodations and/o		

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

## EIT: EXCELLENCE IN TEACHING

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

N	2014-15	N	2015-16	N	2016-17
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