

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

JARVIS CHRISTIAN COLLEGE

**Small Group Exception

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

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Classroom Environment	EPP	State
To effectively implement discipline management procedures	100%	82%
To communicate clear expectations for achievement and behavior that promote and encourage 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%

Instruction	EPP	State
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%	

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