

State Average: 73

EPP Type: Alternative

* Reporting purposes only for 2016-17 **Small Group Exception

2016-17 Percentage of First Year Teachers Designated as Sufficiently or Well Prepared

REG 07 EDUCATION
SERVICE CENTER

Alternative

	68%	76%	79%
		73%	79%
English Language Learners	88%	81%	84%
		87%	89%
Use Technology with Data	91%	86%	87%

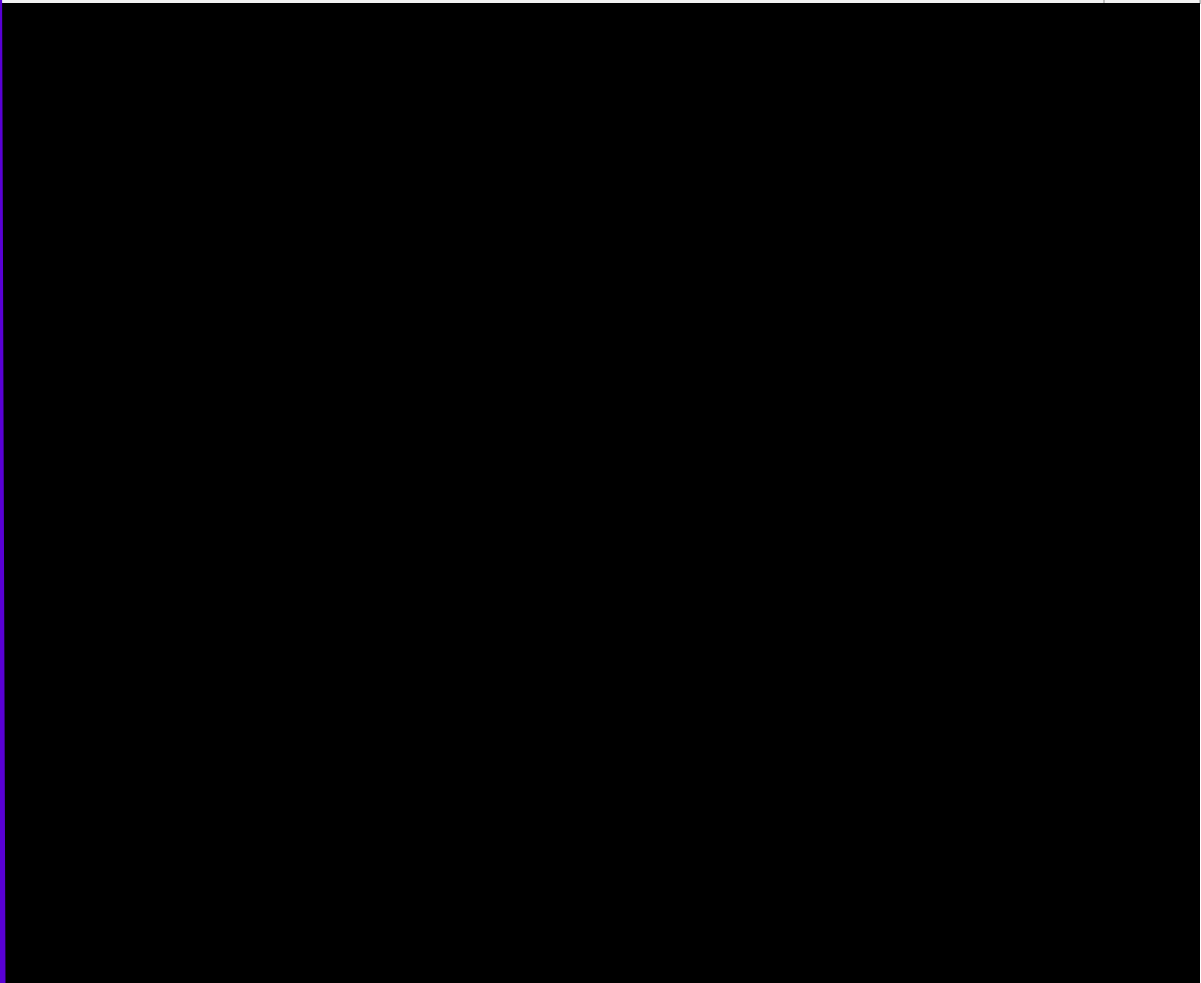
2016-17 Number of Teachers Rated by Area

Area	Number	Area	Number	Area	Number
	3		1		1
Mathematics		Special Education		Career and Technical Education	1
	2		3		
	1	Professional		Bilingual/English as a Second Language	2

Percentage of Teachers Rated Sufficiently or Well Prepared

EDUCATION SERVICE CENTER (N=22)

Environment	EPP	State
Effectively implement discipline management procedures	73%	82%
Communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-learning	82%	84%
Support to achieve a positive, equitable, and engaging learning environment	82%	89%
Maintain positive rapport with students	82%	92%
Maintain positive rapport and two-way communication with students' families	82%	89%
Instruction	EPP	State
Provide differentiated instruction that integrates critical thinking, inquiry, and problem solving	82%	86%
Respond to the needs of students by being flexible in instructional approach and differentiating instruction	77%	86%
Use the results of formative assessment data to guide instruction	86%	86%
Engage and motivate students through learner-centered instruction		
Integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction		
Assume various roles in the instructional process (e.g. instructor, facilitator, audience)		
Align learning goals and align instruction with standards-based content	82%	89%



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