



Accountability System for Educator Preparation (ASEP)

Indicator 2: Principal Appraisal of First-Year Teachers

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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-

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

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Classroom Environment	EPP	State
To effectively implement discipline management procedures	93%	82%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	93%	84%
To provide support to achieve a positive, equitable, and engaging learning environment	90%	89%
To build and maintain positive rapport with students	97%	92%
To build and maintain positive rapport and two-way communication with students' families	97%	89%
Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	86%	86%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	83%	86%
To use the results of formative assessment data to guide instruction	86%	86%
To engage and motivate students through learner-centered instruction	86%	87%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	90%	87%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	86%	88%
To set clear learning goals and align instruction with standards-based content	90%	89%
To provide quality and timely feedback to students	86%	90%
Students with Disabilities	EPP	State
To differentiate instruction to meet the academic needs of students with disabilities	83%	84%
To differentiate instruction to meet the behavioral needs of students with disabilities	87%	82%
384		

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

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