

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

SUL ROSS STATE UNIVERSITY - RIO GRANDE (N=14)

| Classroom Environment | EPP | State |
|--|------------|--------------|
| 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% |
| Instruction | EPP | State |
| To implement varied instruction that integrates critical thinking, inquiry, and problem solving | 93% | 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 | 86% | 86% |
| To engage and motivate students through learner-centered instruction | 93% | 87% |
| To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction | 86% | 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 | 100% | 89% |
| To provide quality and timely feedback to students | 93% | 90% |

