



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

## EDUCATORS OF EXCELLENCE ACP

<https://tinyurl.com/ydy335z8>

### Principal Appraisal Outcomes

EPP Score: 78

EPP Type: Alternative

State Average: 73

Region ESC: Austin

Instruction	67%	77%	80%
Students with Disabilities	86%	79%	80%

## 2017-18 Percentage of Teachers Rated Sufficiently or Well Prepared

### EDUCATORS OF EXCELLENCE ACP (N=9)

<b>Classroom Environment</b>	<b>EPP</b>	<b>State</b>
To effectively implement discipline management procedures	89%	83%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	89%	85%
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%	90%
<b>Instruction</b>	<b>EPP</b>	<b>State</b>
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	89%	87%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	89%	87%
To use the results of formative assessment data to guide instruction	78%	87%
To engage and motivate students through learner-centered instruction	100%	88%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	89%	88%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	89%	89%
To set clear learning goals and align instruction with standards-based content	89%	90%
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%	86%
To differentiate instruction to meet the behavioral needs of students with disabilities	86%	84%
To provide appropriate ways for students with disabilities to demonstrate their learning		

Percentage of First Year Teachers Appraised as Sufficiently or Well Prepared from 2016 – 2018

EDUCATORS OF EXCELLENCE ACP

	N	2015-16	N	2016-17	N	2017-18
Indicator 2: Principal Appraisal of First-Year Teachers	14	86%	8	88%	9	78%