



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

UNIVERSITY OF PHOENIX

<https://tinyurl.com/ydy335z8>

EPP Score: 100

EPP Type: Alternative

# Graduates Rated (N): 1

State Average: 73

Region ESC: Richardson

## 2017-18 Percentage of First Year Teachers Designated as Sufficiently or Well Prepared

	UNIVERSITY OF PHOENIX	Alternative	All TX EPPS
Classroom Environment	100%	80%	81%
Instruction	100%	77%	80%

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

### UNIVERSITY OF PHOENIX (N=1)

<b>Classroom Environment</b>	<b>EPP</b>	<b>State</b>
To effectively implement discipline management procedures	100%	83%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	100%	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	100%	87%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	100%	87%
To use the results of formative assessment data to guide instruction	100%	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	100%	88%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	100%	89%
To set clear learning goals and align instruction with standards-based content	100%	90%
To provide quality and timely feedback to students	100%	90%

### Students with Disabilities

