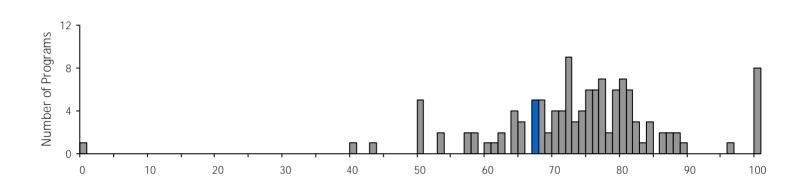
## Accountability System for Educator Preparation (ASEP)

This report presents results from the principal survey of first-year teachers. In this survey, principals describe the preparation of teachers in six categories of practices. Principals complete surveys for first-year teachers who graduated at any time during the 5 years prior to the reporting period and who taught in the Texas public school system for a minimum of 5 months during the reporting period.

Percentages note the percent of teachers prepared by an EPP who received an average score of Sufficiently Prepared or Well Prepared when all applicable questions were averaged, and within each of the six categories. The overall percentage serves as indicator 2 of the Accountability System for Educator Preparation (ASEP) Accountability Performance Indicators. The percentages within each category are Consumer Information, required by the Texas Education Code. Due to teachers



## 2017-18 Percentage of Teachers Appraised Sufficiently or Well Prepared LETOURNEAU UNIVERSITY (N=36)

To effectively implement discipline management procedures

To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning

To provide support to achieve a positive, equitable, and engaging learning environment

To build and maintain positive rapport with students

To implement varied instruction that integrates critical thinking, inquiry, and problem solving

To respond to the needs of students by being flexible in instructional approach and differentiating instruction

To use the results of formative assessment data to guide instruction

To engage and motivate students through learner-centered instruction

To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction

To assume various roles in the instructional process (e.g. instructor, facilitator, audience)

To set clear learning goals and align instruction with standards-based content

To provide quality and timely feedback to students

To differentiate instruction to meet the academic needs of students with disabilities

To differentiate instruction to meet the behavioral needs of students with disabilities

To provide appropriate ways for students with disabilities to demonstrate their learning

To understand and adhere to the federal and state laws that govern special education services

To make appropriate decisions (e.g., when and how to make accommodations and/ or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an IEP

objectives

To collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities

To provide appropriate ways for LEP-ELL students to demonstrate their learning

To understand and adhere to federal and state laws that govern education services for LEP-ELL students

To comply with district and campus policies and procedures regarding LEP-ELL students

To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)

To model and teach the forms and functions of academic English in content areas

To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning

To provide technology based classroom learning opportunities that allow students to interact with real-time and/ or online content

To teach students developmentally appropriate technology skills

To use technology to make learning more active and engaging for students

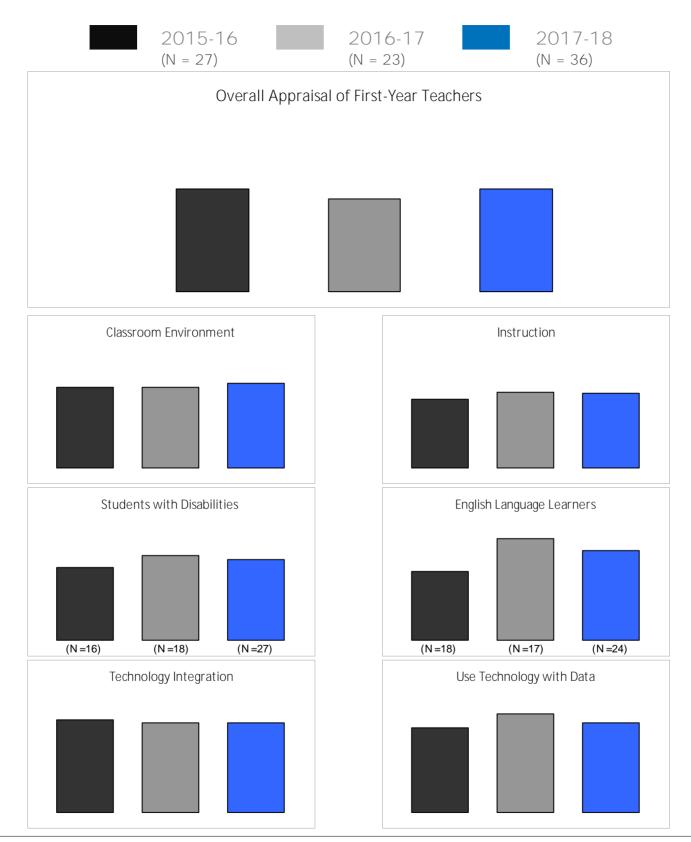
To use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)

To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students

To use available technology to document student learning to determine when an intervention is necessary and appropriate

To use available technology to collect and manage for mative assessment data to guide instruction

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



Alternative - Institutions that offer teacher training that prepares individuals who already hold a baccalaureate degree. These providers include education service centers, school districts, private entities, community colleges, and universities.

Traditional - Institutions that offer teacher training that is part of an undergraduate degree program offered by colleges and universities.

Traditional/Alternative - Institutions that offer both Alternative and Traditional Teacher training.

Source: State Board for Educator Certification (https://secure.sbec.state.tx.us/SBECOnline/approvedprograms.asp?s=3)