

Accountability System for Educator Preparation (ASEP)

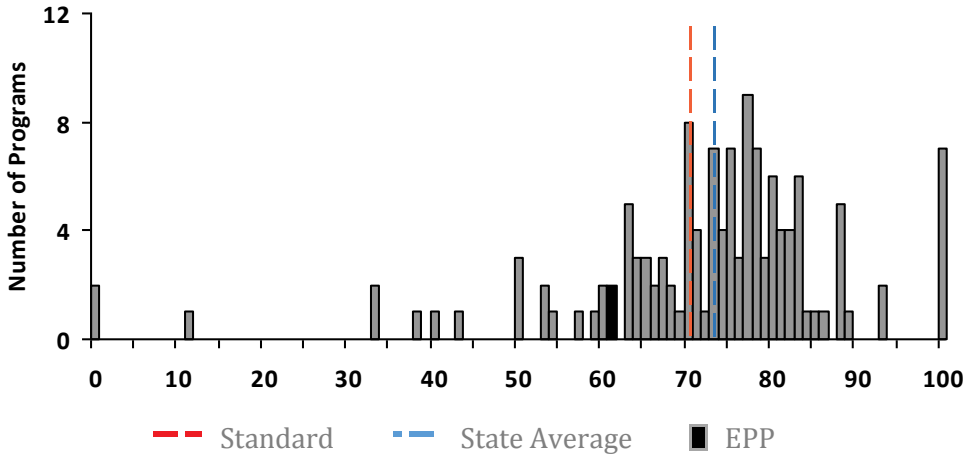
Indicator 2: Principal Appraisal of First-Year Teachers

TEXAS A&M UNIVERSITY - TEXARKANA

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-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. Teachers on both standard and probationary certificates are included.

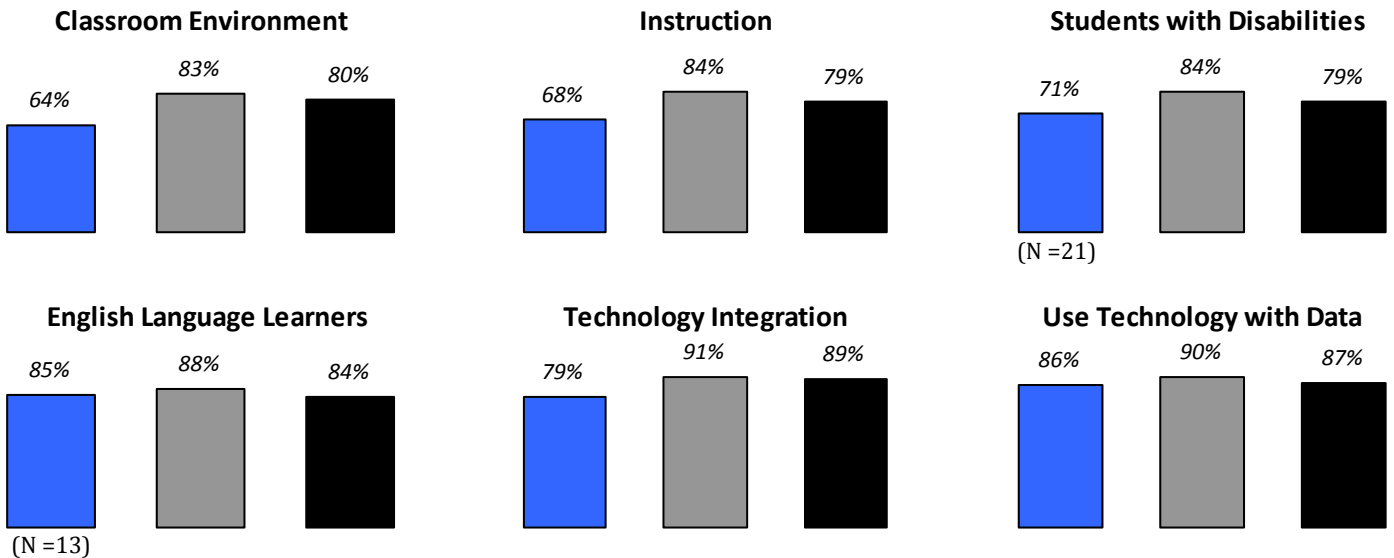
Percentages note the percent of teachers prepared by an EPP who received an average score of Sufficiently Prepared or Well Prepared when all applicable questions were averaged, and within each of the six categories. The overall percentage serves as indicator 2 of the Accountability System for Educator Preparation (ASEP) Accountability Performance Indicators. The percentages within each category are Consumer Information, required by the Texas Education Code. Due to teachers having strengths in different areas and the way the overall indicator is computed, the percentages in the six categories cannot be expected to average to the overall proficiency standard. For details about the survey, visit: <https://tinyurl.com/ydy335z8>

2016-17 State Distribution of Indicator 2 Across Education Preparation Programs (EPPs)



2016-17 Percentage of First Year Teachers Designated as Sufficiently or Well Prepared

■ TEXAS A&M UNIVERSITY - TEXARKANA
 ■ All EPPs with Traditional and Alternative Programs
 ■ All TX EPPs



2016-17 Number of Teachers Rated by Area

English Language Arts	2	General Elementary	16	Languages other than English
Mathematics		Special Education	3	Career and Technical Education
Science	2	Health/Physical Ed.		Technology/Applications/Computer Science
Social Studies	1	Professional		Bilingual/English as a Second Language
Fine Arts		Other		

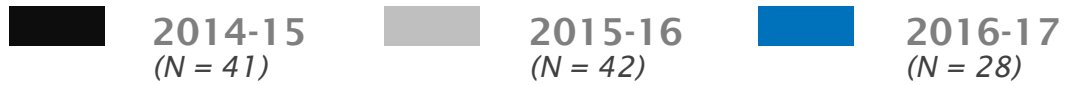
2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

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0%-----100%	EPP	State	
Classroom Environment			
	68%	82%	To effectively implement discipline management procedures
	71%	84%	To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning
	93%	89%	To provide support to achieve a positive, equitable, and engaging learning environment
	89%	92%	To build and maintain positive rapport with students
	79%	89%	To build and maintain positive rapport and two-way communication with students' families
Instruction			
	75%	86%	To implement varied instruction that integrates critical thinking, inquiry, and problem solving
	79%	86%	To respond to the needs of students by being flexible in instructional approach and differentiating instruction
	71%	86%	To use the results of formative assessment data to guide instruction
	79%	87%	To engage and motivate students through learner-centered instruction
	71%	87%	To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction
	68%	88%	To assume various roles in the instructional process (e.g. instructor, facilitator, audience)
	82%	89%	To set clear learning goals and align instruction with standards-based content
	79%	90%	To provide quality and timely feedback to students
Students with Disabilities			
	76%	84%	To differentiate instruction to meet the academic needs of students with disabilities
	71%	82%	To differentiate instruction to meet the behavioral needs of students with disabilities
	81%	87%	To provide appropriate ways for students with disabilities to demonstrate their learning
	86%	91%	To understand and adhere to the federal and state laws that govern special education services
	81%	88%	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
	81%	86%	To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives
	86%	91%	To collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities
English Language Learners			
	92%	88%	To provide appropriate ways for LEP-ELL students to demonstrate their learning
	92%	91%	To understand and adhere to federal and state laws that govern education services for LEP-ELL students
	92%	93%	To comply with district and campus policies and procedures regarding LEP-ELL students
	85%	88%	To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)
	85%	89%	To model and teach the forms and functions of academic English in content areas
Technology Integration			
	89%	94%	To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning
	86%	92%	To provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content
	82%	92%	To teach students developmentally appropriate technology skills
	82%	92%	To use technology to make learning more active and engaging for students
Using Technology with Data			
	89%	92%	To use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)
	89%	90%	To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students
	86%	89%	To use available technology to document student learning to determine when an intervention is necessary and appropriate
	86%	90%	To use available technology to collect and manage formative assessment data to guide instruction

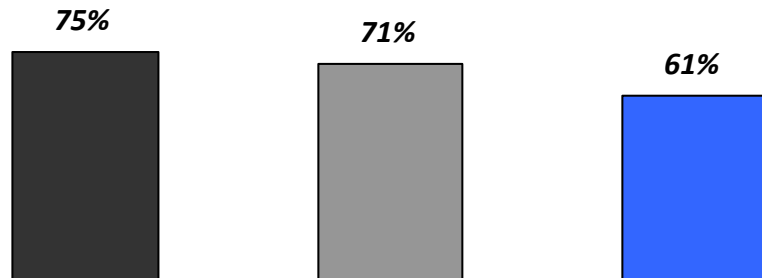
Percentage of First Year Teachers Appraised as Sufficiently or Well Prepared from 2015 - 2017

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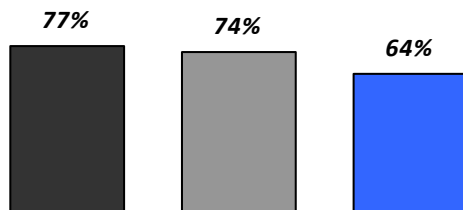
Indicator 2: Principal Appraisal of First-Year Teachers

Performance
Standard (70%)*

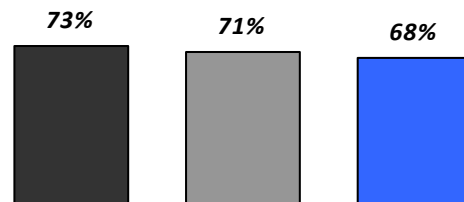


*Reporting purposes only for 2016-17

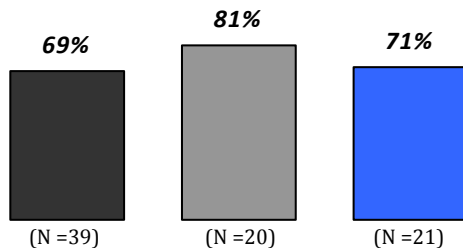
Classroom Environment



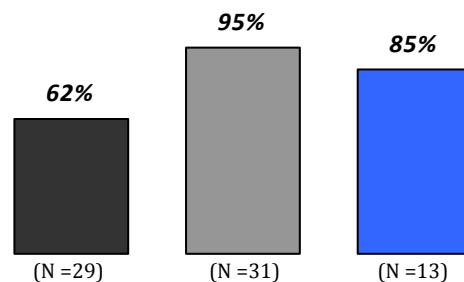
Instruction



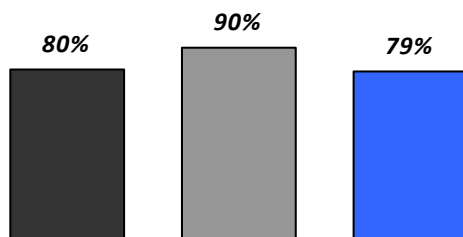
Students with Disabilities



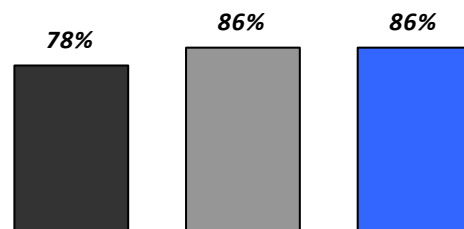
English Language Learners



Technology Integration



Use Technology with Data



Alternative - Teacher training offered by education service centers, school districts and other entities, as well as colleges and universities, for individuals who already hold a baccalaureate degree.

Traditional - Teacher training offered by colleges and universities as part of an undergraduate degree program.

Traditional/Alternative - Teacher training includes undergraduate preparation as well as alternative and/or post-baccalaureate preparation

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