



Accountability System for Educator Preparation (ASEP)

Indicator 2: Principal Appraisal of First-Year Teachers

UNIVERSITY OF HOUSTON

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>

Indicator 2 Outcomes

EPP Score: 82

Standard: 70*

State Average: 73

Met Standard 2: Yes

Region ESC: Houston

EPP Type: Traditional

Certifications: 274

Graduates Rated (N): 246

* Reporting purposes only for 2016-17 **Small Group Exception

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

	UNIVERSITY OF HOUSTON	Traditional	All TX EPPS
Classroom Environment	84%	80%	80%
Instruction	87%	80%	79%
Students with Disabilities	85%	80%	79%
English Language Learners	91%	85%	84%
Technology Integration	94%	90%	89%
Use Technology with Data	94%	87%	87%

2016-17 Number of Teachers Rated by Area

Area	Number	Area	Number	Area	Number
English Language Arts	9	General Elementary	20	Languages other than English	2
Mathematics	44	Special Education	10	Career and Technical Education	
Science	21	Health/Physical Ed.		Technology/Applications/Computer Science	
Social Studies	8	Professional		Bilingual/English as a Second Language	21
Fine Arts	29	Other			

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

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Classroom Environment	EPP	State
To effectively implement discipline management procedures	87%	82%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	89%	84%
To provide support to achieve a positive, equitable, and engaging learning environment	96%	89%
To build and maintain positive rapport with students	96%	92%
To build and maintain positive rapport and two-way communication with students' families	94%	89%
Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	94%	86%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	94%	86%
To use the results of formative assessment data to guide instruction	93%	86%
To engage and motivate students through learner-centered instruction	95%	87%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	94%	87%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	93%	88%
To set clear learning goals and align instruction with standards-based content	97%	89%
To provide quality and timely feedback to students	96%	90%
Students with Disabilities	EPP	State
To differentiate instruction to meet the academic needs of students with disabilities	90%	84%
To differentiate instruction to meet the behavioral needs of students with disabilities	87%	82%
To provide appropriate ways for students with disabilities to demonstrate their learning	94%	87%
To understand and adhere to the federal and state laws that govern special education services	97%	91%
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	96%	88%
To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives	95%	86%
To collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities	97%	91%
English Language Learners	EPP	State
To provide appropriate ways for LEP-ELL students to demonstrate their learning	94%	88%
To understand and adhere to federal and state laws that govern education services for LEP-ELL students	97%	91%
To comply with district and campus policies and procedures regarding LEP-ELL students	99%	93%
To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)	96%	88%
To model and teach the forms and functions of academic English in content areas	95%	89%
Technology Integration	EPP	State
To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning	97%	94%
To provide technology based classroom learning opportunities that allow students to interact with real-time and/or On line content	96%	92%
To teach students developmentally appropriate technology skills	96%	92%
To use technology to make learning more active and engaging for students	98%	92%
Using Technology with Data	EPP	State
To use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)	98%	92%
To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students	97%	90%
To use available technology to document student learning to determine when an intervention is necessary and appropriate	95%	89%
To use available technology to collect and manage formative assessment data to guide instruction	96%	90%

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

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Performance Standard: 70% (Reporting purposes only for 2016-17)

	N	2014-15	N	2015-16	N	2016-17
Indicator 2: Principal Appraisal of First-Year Teachers	233	76%	187	80%	246	82%
Classroom Environment	233	78%	187	87%	246	84%
Instruction	233	76%	187	86%	246	87%
Students with Disabilities	194	71%	156	85%	169	85%
English Language Learners	223	73%	135	87%	185	91%
Technology Integration	233	76%	187	90%	246	94%
Use Technology with Data	233	75%	187	90%	246	94%

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>)