

Accountability System for Educator Preparation (ASEP) Indicator 2: Principal Appraisal of First-Year Teachers

WILEY COLLEGE

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: 0 Standard: 70* State Average: 73

Met Standard 2: SGE** Region ESC: Kilgore EPP Type: Traditional

Certifications: 1 # Graduates Rated (N): 1

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

	WILEY COLLEGE	Traditional	All TX EPPS		
Classroom Environment	100%	80%	80%		
Instruction	0%	80%	79%		
Students with Disabilities	0%	80%	79%		
English Language Learners	0%	85%	84%		
Technology Integration	100%	90%	89%		
Use Technology with Data	100%	87%	87%		

2016-17 Number of Teachers Rated by Area

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

^{*} Reporting purposes only for 2016-17 **Small Group Exception

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

WILEY COLLEGE (N=1)

A communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self- rected learning provide support to achieve a positive, equitable, and engaging learning environment 100% 39 build and maintain positive rapport with students 100% 39 build and maintain positive rapport and two-way communication with students' families 100% 39 struction 100% 100% 100% 100% 100% 100% 100% 100	Classroom Environment	EPP	State
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o support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language officiency Standards (ELPS) on model and teach the forms and functions of academic English in content areas 0% 890 echnology Integration of use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support undent learning opportunities that allow students to interact with real-time and/or in line content of teach students developmentally appropriate technology skills 100% 92 or use technology to make learning more active and engaging for students 100% 92 or use technology with Data 100% 92 or use available technology to collect, manage and analyze student data using software programs (such as Excel or an 100% 92)	To comply with district and campus policies and procedures regarding LEP-ELL students		93%
echnology Integration use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support undent learning provide technology based classroom learning opportunities that allow students to interact with real-time and/or in line 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 100% 92)	To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language	_	88%
o use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support udent learning opportunities that allow students to interact with real-time and/or n line content to teach students developmentally appropriate technology skills 100% 92 to use technology to make learning more active and engaging for students 100% 92 to use available technology with Data EPP State of use available technology to collect, manage and analyze student data using software programs (such as Excel or an 100% 92)	To model and teach the forms and functions of academic English in content areas	0%	89%
o use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support udent learning opportunities that allow students to interact with real-time and/or n line content to teach students developmentally appropriate technology skills 100% 92 to use technology to make learning more active and engaging for students 100% 92 to use available technology with Data EPP State of use available technology to collect, manage and analyze student data using software programs (such as Excel or an 100% 92)	Technology Integration	EPP	State
In line content to teach students developmentally appropriate technology skills to use technology to make learning more active and engaging for students sing Technology with Data to use available technology to collect, manage and analyze student data using software programs (such as Excel or an 100% 92)	To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning		94%
o use technology to make learning more active and engaging for students 100% 92 sing Technology with Data o use available technology to collect, manage and analyze student data using software programs (such as Excel or an 100% 92)	To provide technology based classroom learning opportunities that allow students to interact with real-time and/or On line content	100%	92%
sing Technology with Data use available technology to collect, manage and analyze student data using software programs (such as Excel or an 100% 92°)	To teach students developmentally appropriate technology skills	100%	92%
o use available technology to collect, manage and analyze student data using software programs (such as Excel or an 100% 92°	To use technology to make learning more active and engaging for students	100%	92%
o use available technology to collect, manage and analyze student data using software programs (such as Excel or an 100% 92°	Using Technology with Data	EPP	State
ectronic gradebook)	To use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)		92%
use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning 100% 90°	To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students	100%	90%
o use available technology to document student learning to determine when an intervention is necessary and appropriate 100% 89°	To use available technology to document student learning to determine when an intervention is necessary and appropriate	100%	89%
o use available technology to collect and manage formative assessment data to guide instruction 100% 90°	To use available technology to collect and manage formative assessment data to guide instruction	100%	90%

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

WILEY COLLEGE

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	2	55%	4	50%	1	0%
Classroom Environment	2	57%	4	50%	1	100%
Instruction	2	50%	4	50%	1	0%
Students with Disabilities	1	100%	3	75%	0	0%
English Language Learners	1	100%	4	33%	0	0%
Technology Integration	2	50%	4	75%	1	100%
Use Technology with Data	2	50%	4	75%	1	100%

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)