

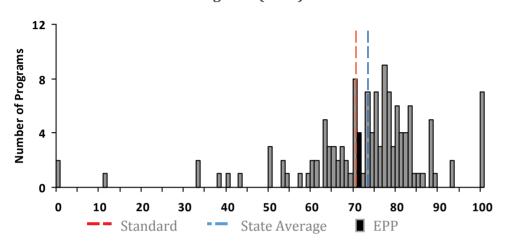
# Accountability System for Educator Preparation (ASEP) Indicator 2: Principal Appraisal of First-Year Teachers

#### ACT-RIO GRANDE VALLEY

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: <a href="https://tinyurl.com/ydy335z8">https://tinyurl.com/ydy335z8</a>

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



Indicator 2 Outcomes				
EPP Score:	71			
Standard:	70*			
State Average: 73				
Met Standard 2:	Yes			
EPP Type:	Alternative			
Region ESC:	Edinburg			
# Certifications:	34			
# Graduates rated (	N): 28			
*Reporting purposes only for 2016-17				

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

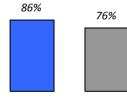
Instruction

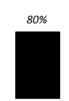
ACT-RIO GRANDE VALLEY

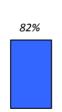
Alternative

All TX EPPs

#### **Classroom Environment**

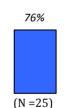










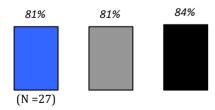




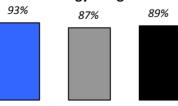
**Students with Disabilities** 



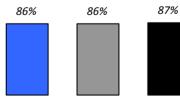
#### **English Language Learners**



# **Technology Integration**



## **Use Technology with Data**



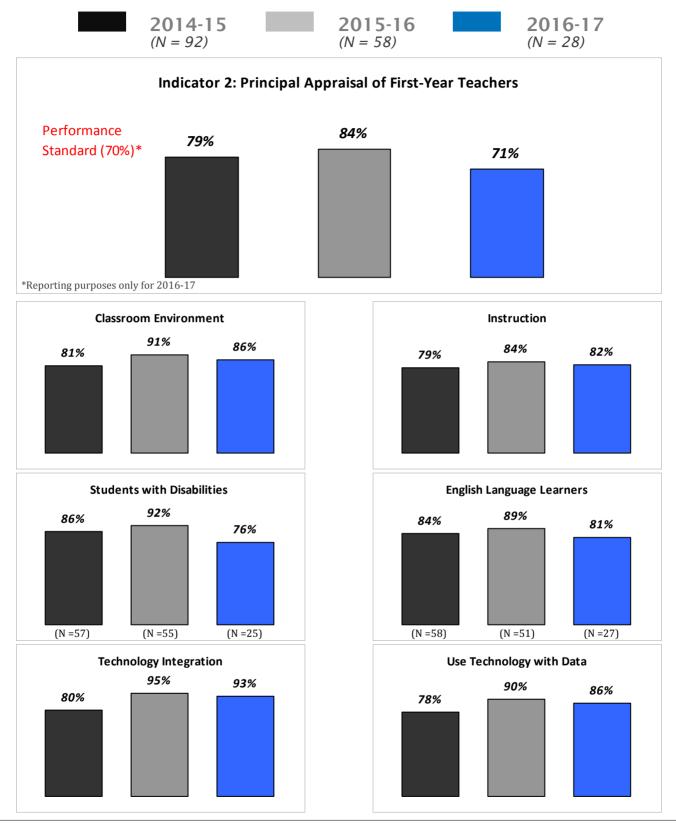
## 2016-17 Number of Teachers Rated by Area

				<u> </u>	
<b>English Language Arts</b>	3	General Elementary	10	Languages other than English	
Mathematics	2	Special Education	2	Career and Technical Education	2
Science	1	Health/Physical Ed.		Technology/Applications/Computer Science	
Social Studies	6	Professional		Bilingual/English as a Second Language	4
Fine Arts	1	Other			

# 2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared ACT-RIO GRANDE VALLEY (N=28)

00/	1000/	EDD Ctata	Classroom Environment
0%0	100%		Classroom Environment
			To effectively implement discipline management procedures
		89% 84%	To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning
		<b>89%</b> 89%	To provide support to achieve a positive, equitable, and engaging learning environment
		93% 92%	To build and maintain positive rapport with students
		<b>93%</b> 89%	To build and maintain positive rapport and two-way communication with students' families
			Instruction
		89% 86%	To implement varied instruction that integrates critical thinking, inquiry, and problem solving
		<b>86%</b> 86%	To respond to the needs of students by being flexible in instructional approach and differentiating instruction
		96% 86%	To use the results of formative assessment data to guide instruction
		82% 87%	To engage and motivate students through learner-centered instruction
		<b>100%87%</b>	To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction
		<b>93%</b> 88%	To assume various roles in the instructional process (e.g. instructor, facilitator, audience)
		$\textcolor{red}{\textbf{100\%89\%}}$	To set clear learning goals and align instruction with standards-based content
		<b>93%</b> 90%	To provide quality and timely feedback to students
			Students with Disabilities
		80% 84%	To differentiate instruction to meet the academic needs of students with disabilities
		84% 82%	To differentiate instruction to meet the behavioral needs of students with disabilities
		92% 87%	To provide appropriate ways for students with disabilities to demonstrate their learning
		100%91%	To understand and adhere to the federal and state laws that govern special education services
		96% 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
		92% 86%	To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives
		100%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
		89% 88%	To provide appropriate ways for LEP-ELL students to demonstrate their learning
		93% 91%	To understand and adhere to federal and state laws that govern education services for LEP-ELL students
		<b>96%</b> 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)
		<b>93%</b> 89%	To model and teach the forms and functions of academic English in content areas
			Technology Integration
		100% 94%	To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning
		100%92%	To provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content
		96% 92%	To teach students developmentally appropriate technology skills
			To use technology to make learning more active and engaging for students
			Using Technology with Data
		96% 92%	To use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)
		93% 90%	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 appropri
			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 ACT-RIO GRANDE VALLEY



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)