

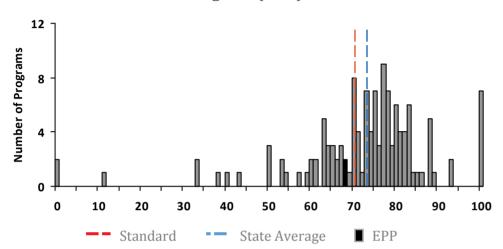
# Accountability System for Educator Preparation (ASEP) Indicator 2: Principal Appraisal of First-Year Teachers

## EAST TEXAS BAPTIST UNIVERSITY

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)



**Indicator 2 Outcomes EPP Score:** 68 70\* Standard: 73 State Average: Small Group Met Standard 2: Exception **EPP Type: Traditional Region ESC:** Kilgore # Certifications: 20 # Graduates rated (N): 19 \*Reporting purposes only for 2016-17

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

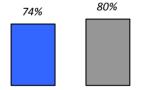
Instruction

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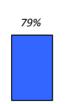
**Traditional** 

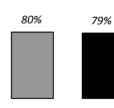
All TX EPPs

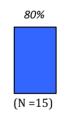
### **Classroom Environment**









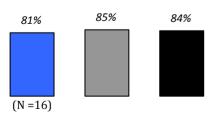




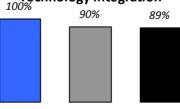
**Students with Disabilities** 



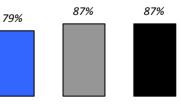
#### **English Language Learners**







# **Use Technology with Data**



# 2016-17 Number of Teachers Rated by Area

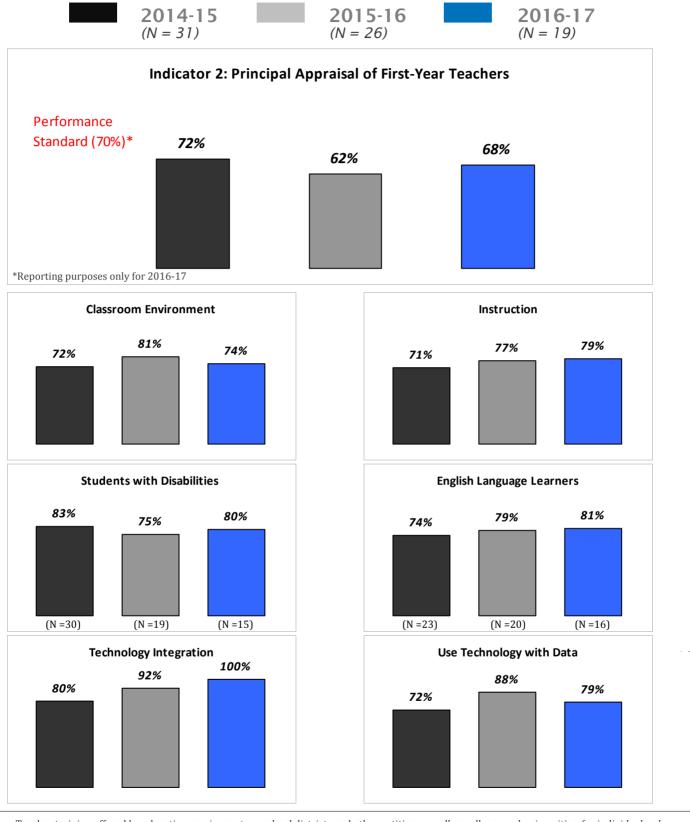
English Language Arts	2	General Elementary	1	Languages other than English
Mathematics	3	Special Education		Career and Technical Education
Science	2	Health/Physical Ed.	3	Technology/Applications/Computer Science
Social Studies	1	Professional		Bilingual/English as a Second Language
Fine Arts	2	Other		

# 2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared EAST TEXAS BAPTIST UNIVERSITY (N=19)

00%	1000/	PP State Classroom Environment		
0%0	100%	PP State Classroom Environment		
		9% 82% To effectively implement discipline management pro		
		9% 84% To communicate clear expectations for achievement directed learning	and behavior that promote and encourage self-discipline and self-	
		4% $89%$ To provide support to achieve a positive, equitable, a		
		5% $92%$ To build and maintain positive rapport with students	S	
		4% $89%$ To build and maintain positive rapport and two-way	communication with students' families	
		Instruction		
		5%~86% To implement varied instruction that integrates criti	cal thinking, inquiry, and problem solving	
		4%~86% To respond to the needs of students by being flexible	in instructional approach and differentiating instruction	
		9%~86% To use the results of formative assessment data to gu	aide instruction	
		9%~87% To engage and motivate students through learner-ce	ntered instruction	
		5%~87% To integrate effective modeling, questioning, and self	f-reflection (self-assessment) strategies into instruction	
		4% $88%$ To assume various roles in the instructional process		
		9%~89% To set clear learning goals and align instruction with	standards-based content	
		5% 90% To provide quality and timely feedback to students		
		Students with Disabilities		
		7% 84% To differentiate instruction to meet the academic near	eds of students with disabilities	
		0% $82%$ To differentiate instruction to meet the behavioral no		
		<b>7%</b> 87% To provide appropriate ways for students with disab		
		0% $91%$ To understand and adhere to the federal and state la		
		88% To make appropriate decisions (e.g., when and how to assessment, materials, delivery, and classroom process.)		
		<b>86%</b> To develop and/or implement formal and informal a objectives	ssessment that track students' progress toward IEP goals and	
		<b>91%</b> To collaborate with others, such as para-educators as behavioral needs of students with disabilities	nd other teachers, in meeting the academic, developmental, and	
		<b>English Language Learners</b>		
		1%~88% To provide appropriate ways for LEP-ELL students to	o demonstrate their learning	
		4% $91%$ To understand and adhere to federal and state laws t	that govern education services for LEP-ELL students	
		0%93% To comply with district and campus policies and pro		
		To support LEP-ELL students in mastering the Texas Language Proficiency Standards (ELPS)	Essential Knowledge and Skills (TEKS), including the English	
		1%~89% To model and teach the forms and functions of acade	emic English in content areas	
Technology Integration				
		0% 94% To use technology available on the campus to integra student learning	ate curriculum TEKS and Technology Application TEKS to support	
		0% $92%$ To provide technology based classroom learning opposite online content	oortunities that allow students to interact with real-time and/or	
		0% $92%$ To teach students developmentally appropriate tech	nology skills	
		0% $92%$ To use technology to make learning more active and	engaging for students	
Using Technology with Data				
		9% 92% To use available technology to collect, manage and an electronic gradebook)	nalyze student data using software programs (such as Excel or an	
		1% 90% To use available technology to collect, manage, and a results for students	nalyze data from multiple sources in order to interpret learning	
		9%~89% To use available technology to document student lea	rning to determine when an intervention is necessary and appropriat	
		4% 90% To use available technology to collect and manage fo		

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

## **EAST TEXAS BAPTIST UNIVERSITY**



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)