

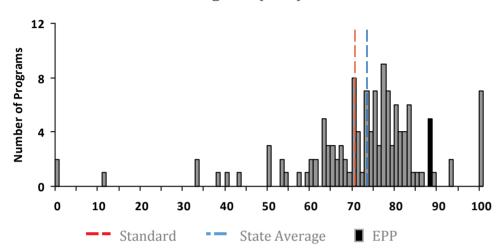
# Accountability System for Educator Preparation (ASEP) Indicator 2: Principal Appraisal of First-Year Teachers

#### **EDUCATORS OF EXCELLENCE ACP**

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:** 88 70\* Standard: 73 State Average: Small Group Met Standard 2: Exception **EPP Type:** Alternative **Region ESC:** Austin # Certifications: 10 # Graduates rated (N): 8 \*Reporting purposes only for 2016-17

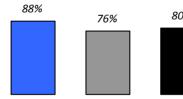
# 2016-17 Percentage of First Year Teachers Designated as Sufficiently or Well Prepared



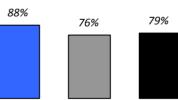




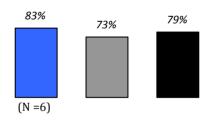
## **Classroom Environment**



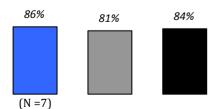
# Instruction



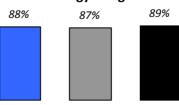
#### Students with Disabilities



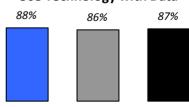
#### **English Language Learners**



#### **Technology Integration**



## Use Technology with Data



# 2016-17 Number of Teachers Rated by Area

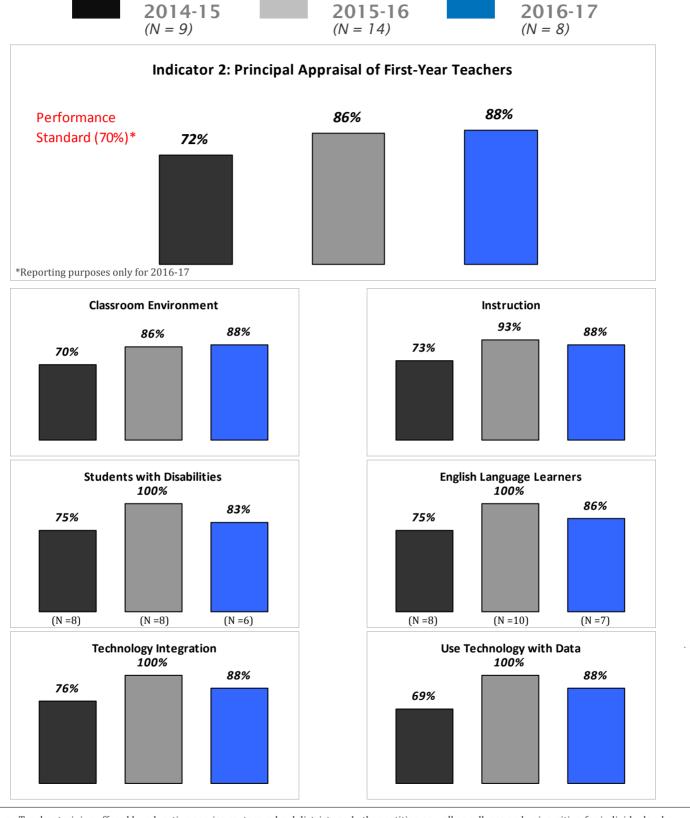
				<i>y</i>	
English Language Arts	3	General Elementary	2	Languages other than English	
Mathematics	1	Special Education	1	Career and Technical Education	
Science		Health/Physical Ed.		Technology/Applications/Computer Science	
Social Studies	4	Professional		Bilingual/English as a Second Language	1
Fine Arts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

# 2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared EDUCATORS OF EXCELLENCE ACP (N=8)

00/0	FPP State	Classroom Environment			
The state of the s		To effectively implement discipline management procedures			
	88% 84%	To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning			
	88% 89%	To provide support to achieve a positive, equitable, and engaging learning environment			
	<b>88%</b> 92%	To build and maintain positive rapport with students			
	88% 89%	To build and maintain positive rapport and two-way communication with students' families			
		Instruction			
	88% 86%	To implement varied instruction that integrates critical thinking, inquiry, and problem solving			
	88% 86%	To respond to the needs of students by being flexible in instructional approach and differentiating instruction			
	<b>88%</b> 86%	To use the results of formative assessment data to guide instruction			
	88% 87%	To engage and motivate students through learner-centered instruction			
		To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction			
		To assume various roles in the instructional process (e.g. instructor, facilitator, audience)			
		To set clear learning goals and align instruction with standards-based content			
	88% 90%	To provide quality and timely feedback to students			
		Students with Disabilities			
		To differentiate instruction to meet the academic needs of students with disabilities			
		To differentiate instruction to meet the behavioral needs of students with disabilities			
		To provide appropriate ways for students with disabilities to demonstrate their learning			
		To understand and adhere to the federal and state laws that govern special education services			
		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			
	83% 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			
	<b>86%</b> 88%	To provide appropriate ways for LEP-ELL students to demonstrate their learning			
	86% 91%	To understand and adhere to federal and state laws that govern education services for LEP-ELL students			
		To comply with district and campus policies and procedures regarding LEP-ELL students			
	86% 88%	To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)			
	86% 89%	To model and teach the forms and functions of academic English in content areas			
		Technology Integration			
	88% 94%	To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning			
	88% 92%	To provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content			
	88% 92%	To teach students developmentally appropriate technology skills			
	88% 92%	To use technology to make learning more active and engaging for students			
Using Technology with Data					
	88% 92%	To use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)			
	88% 90%	To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students			
	88% 89%	To use available technology to document student learning to determine when an intervention is necessary and appropriat			
	88% 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

#### **EDUCATORS OF EXCELLENCE ACP**



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)