

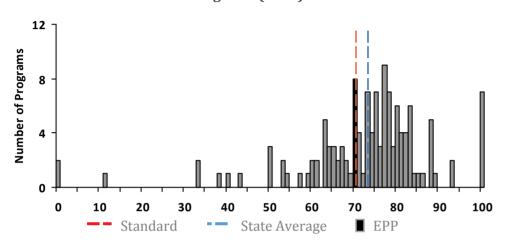
Accountability System for Educator Preparation (ASEP) Indicator 2: Principal Appraisal of First-Year Teachers

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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:	70			
Standard:	70*			
State Average:	73			
Met Standard 2:	Yes			
ЕРР Туре:	Traditional			
Region ESC:	Wichita Falls			
# Certifications:	34			
# Graduates rated (N): 33			
*Reporting purposes only for 2016-17				

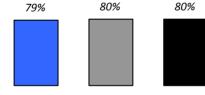
2016-17 Percentage of First Year Teachers Designated as Sufficiently or Well Prepared

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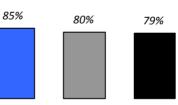
Traditional

All TX EPPs

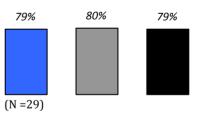
Classroom Environment



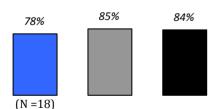
Instruction



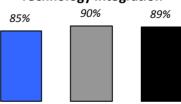
Students with Disabilities



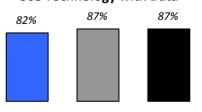
English Language Learners



Technology Integration



Use Technology with Data



2016-17 Number of Teachers Rated by Area

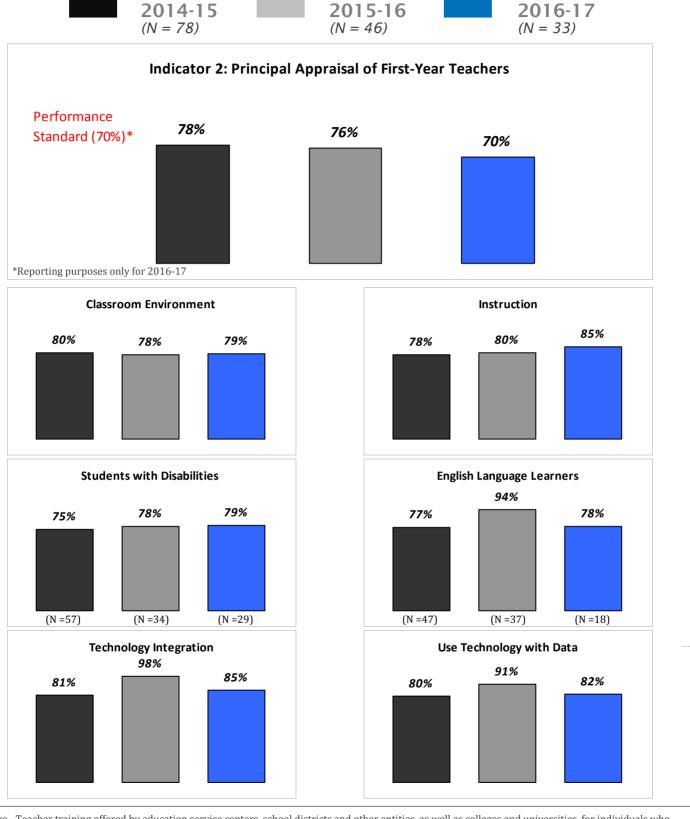
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English Language Arts	4	General Elementary	4	Languages other than English
Mathematics	2	Special Education	4	Career and Technical Education
Science	3	Health/Physical Ed.	1	Technology/Applications/Computer Science
Social Studies	1	Professional		Bilingual/English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

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared MIDWESTERN STATE UNIVERSITY (N=33)

0%	100%	EPP St	ate Classroom Environment	
			2% To effectively implement discipline management procedures	
		82% 84	To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	
		91% 89	1% To provide support to achieve a positive, equitable, and engaging learning environment	
		94% 92	7% To build and maintain positive rapport with students	
		94% 89	1% To build and maintain positive rapport and two-way communication with students' families	
			Instruction	
		82% 86	5% 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	
		91% 86	5% To use the results of formative assessment data to guide instruction	
		91% 87	7% To engage and motivate students through learner-centered instruction	
		91% 87	7% To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	
		91% 88	9% To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	
		94% 89	9% To set clear learning goals and align instruction with standards-based content	
		94% 90	1 % To provide quality and timely feedback to students	
			Students with Disabilities	
		93% 84	P% To differentiate instruction to meet the academic needs of students with disabilities	
			7% To differentiate instruction to meet the behavioral needs of students with disabilities	
			7% To provide appropriate ways for students with disabilities to demonstrate their learning	
			2% 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	
			To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives	
		97% 91	7% 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				
		83% 88	8% To provide appropriate ways for LEP-ELL students to demonstrate their learning	
		100%91	% To understand and adhere to federal and state laws that govern education services for LEP-ELL students	
		94% 93	8% To comply with district and campus policies and procedures regarding LEP-ELL students	
		89% 88	To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)	
		78% 89	9% To model and teach the forms and functions of academic English in content areas	
			Technology Integration	
		94% 94	To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning	
		85% 92	To provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content	
		94% 92	2% To teach students developmentally appropriate technology skills	
		94% 92	2% To use technology to make learning more active and engaging for students	
			Using Technology with Data	
		85% 92	To use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)	
			To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students	
			1% To use available technology to document student learning to determine when an intervention is necessary and appropri	
			7/0 To use available technology to document student learning to determine when an intervention is necessary and appropria	

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

MIDWESTERN STATE 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)