

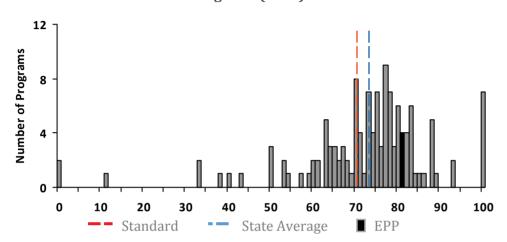
Accountability System for Educator Preparation (ASEP) Indicator 2: Principal Appraisal of First-Year Teachers

UNIVERSITY OF MARY HARDIN-BAYLOR

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)



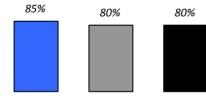
Indicator 2 Outcomes				
EPP Score:	81			
Standard:	70*			
State Average:	73			
Met Standard 2:	Yes			
EPP Type:	Traditional			
Region ESC:	Waco			
# Certifications:	53			
# Graduates rated (N): 47				
*Reporting purposes only for 2016-17				

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

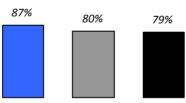
UNIVERSITY OF MARY HARDIN-BAYLOR Traditional

All TX EPPs

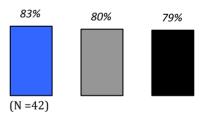
Classroom Environment



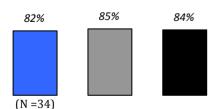
Instruction



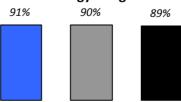
Students with Disabilities



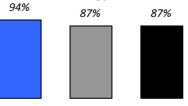
English Language Learners



Technology Integration



Use Technology with Data



2016-17 Number of Teachers Rated by Area

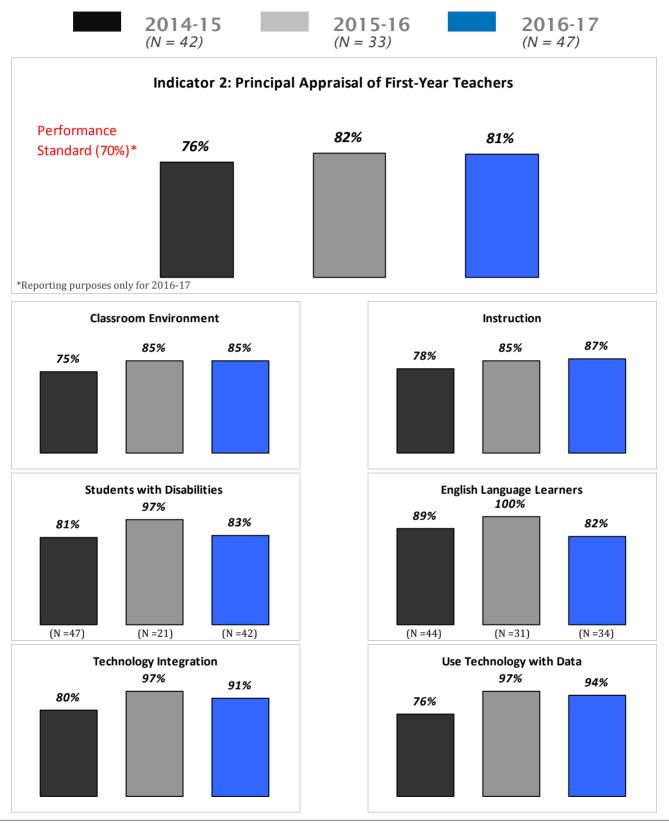
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English Language Arts	4	General Elementary	7	Languages other than English	1
Mathematics	4	Special Education	4	Career and Technical Education	
Science	3	Health/Physical Ed.	4	Technology/Applications/Computer Science	
Social Studies	6	Professional		Bilingual/English as a Second Language	2
Fine Arts	4	Other			

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

UNIVERSITY OF MARY HARDIN-BAYLOR (N=47)

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0%100%		e Classroom Environment		
		To effectively implement discipline management procedures		
	87% 84%	To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning		
		To provide support to achieve a positive, equitable, and engaging learning environment		
		To build and maintain positive rapport with students		
	87% 89%	To build and maintain positive rapport and two-way communication with students' families		
		Instruction		
	91% 86%	To implement varied instruction that integrates critical thinking, inquiry, and problem solving		
	91% 86%	To respond to the needs of students by being flexible in instructional approach and differentiating instruction		
	98% 86%	To use the results of formative assessment data to guide instruction		
	91% 87%	To engage and motivate students through learner-centered instruction		
	91% 87%	To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction		
	96% 88%	To assume various roles in the instructional process (e.g. instructor, facilitator, audience)		
	96% 89%	To set clear learning goals and align instruction with standards-based content		
	98% 90%	To provide quality and timely feedback to students		
		Students with Disabilities		
	88% 84%	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		
		To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives		
	95% 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		
	88% 88%	To provide appropriate ways for LEP-ELL students to demonstrate their learning		
		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		
	85% 88%	To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)		
	88% 89%	To model and teach the forms and functions of academic English in content areas		
		Technology Integration		
		To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning		
	94% 92%	To provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content		
	94% 92%	To teach students developmentally appropriate technology skills		
	98% 92%	To use technology to make learning more active and engaging for students		
Using Technology with Data				
	98% 92%	To use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)		
	96% 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 appropriat		
		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 UNIVERSITY OF MARY HARDIN-BAYLOR



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.

 $Traditional \hbox{ - Teacher training offered by colleges and universities as part of an undergraduate degree program.}$

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)