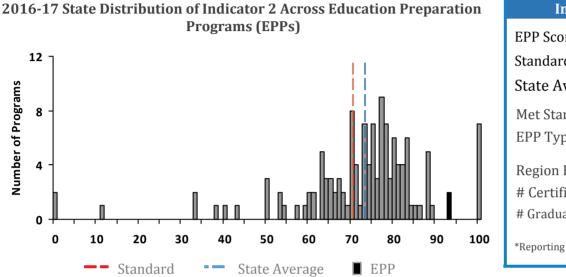


Accountability System for Educator Preparation (ASEP) Indicator 2: Principal Appraisal of First-Year Teachers

UNIVERSITY OF NORTH TEXAS - DALLAS

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

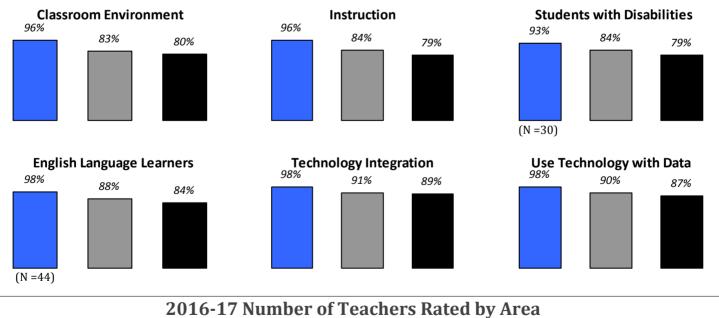


Indicator 2 Outcomes				
EPP Score:	93			
Standard:	70*			
State Average:	73			
Met Standard 2:	Yes			
ЕРР Туре:	Traditional/ Alternative			
Region ESC:	Richardson			
# Certifications:	70			
# Graduates rated (N	N): 45			
*Reporting purposes only	for 2016-17			

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

UNIVERSITY OF NORTH TEXAS - DALLAS All EPPs with Traditional and Alternative Programs

All TX EPPs



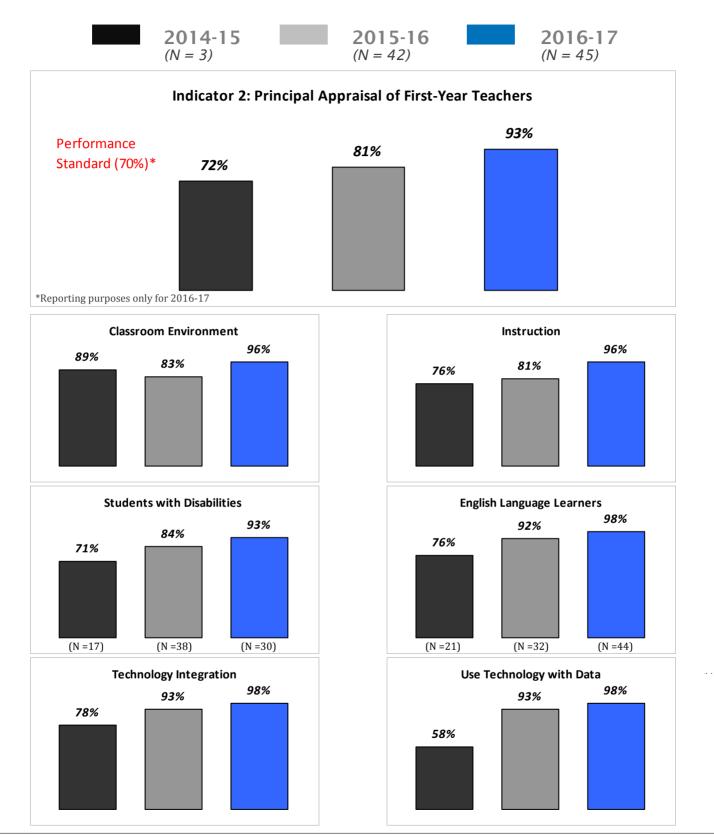
English Language A	Arts	General Elementary 1	19 Languages other than English
Mathematics	5	Special Education 2	2 Career and Technical Education
Science	2	Health/Physical Ed.	Technology/Applications/Computer Science
Social Studies	1	Professional	Bilingual/English as a Second Language 24
Fine Arts		Other	

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared UNIVERSITY OF NORTH TEXAS - DALLAS (N=45)

0%	100%	EPP	State	Classroom Environment		
				To effectively implement discipline management procedures		
		93%	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		
		98%	92%	To build and maintain positive rapport with students		
		98%	89%	To build and maintain positive rapport and two-way communication with students' families		
				Instruction		
		98%	86%	To implement varied instruction that integrates critical thinking, inquiry, and problem solving		
		98%	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		
		98%	87%	To engage and motivate students through learner-centered instruction		
		98%	87%	To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction		
		98%	88%	To assume various roles in the instructional process (e.g. instructor, facilitator, audience)		
		98%	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		
		97%	84%	To differentiate instruction to meet the academic needs of students with disabilities		
		93%	82%	To differentiate instruction to meet the behavioral needs of students with disabilities		
		97%	87%	To provide appropriate ways for students with disabilities to demonstrate their learning		
		97%	91%	To understand and adhere to the federal and state laws that govern special education services		
		97%	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		
		97%	86%	To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives		
		97%	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		
		98%	88%	To provide appropriate ways for LEP-ELL students to demonstrate their learning		
		98%	91%	To understand and adhere to federal and state laws that govern education services for LEP-ELL students		
		98%	93%	To comply with district and campus policies and procedures regarding LEP-ELL students		
		98%	88%	To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)		
		98%	89%	To model and teach the forms and functions of academic English in content areas		
	Technology Integration					
		98%	94%	To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning		
				To provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content		
				To teach students developmentally appropriate technology skills		
				To use technology to make learning more active and engaging for students		
		7070	12/0	Using Technology with Data		
				To use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)		
		98%	90%	To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students		
		98%	89%	To use available technology to document student learning to determine when an intervention is necessary and appropriat		

98% 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 UNIVERSITY OF NORTH TEXAS - DALLAS



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)