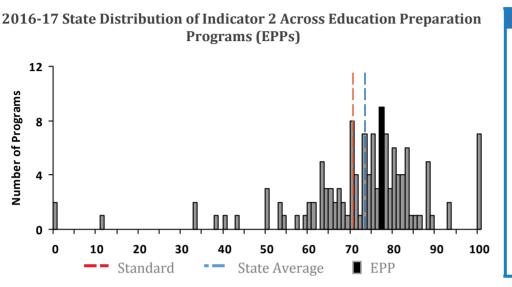


Accountability System for Educator Preparation (ASEP) Indicator 2: Principal Appraisal of First-Year Teachers

UNIVERSITY OF 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

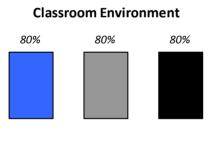


Indicator 2 Outcomes				
EPP Score:	77			
Standard:	70*			
State Average:	73			
Met Standard 2:	Yes			
EPP Type:	Traditional			
Region ESC:	Richardson			
# Certifications:	82			
# Graduates rated ()	N): 82			

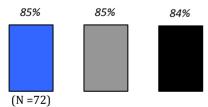
*Reporting purposes only for 2016-17

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

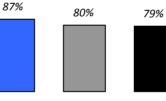
UNIVERSITY OF TEXAS -DALLAS

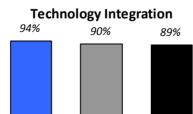


English Language Learners



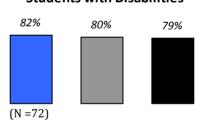
Instruction



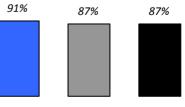


Students with Disabilities

All TX EPPs



Use Technology with Data



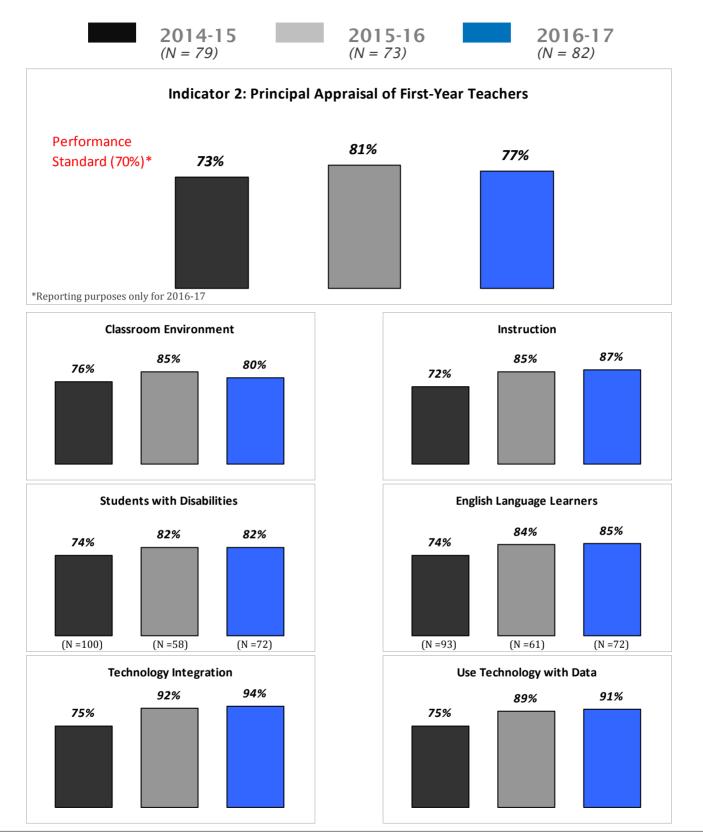
2016-17 Number of Teachers Rated by Area				
English Language Arts	11	General Elementary 34	Languages other than English	
Mathematics	4	Special Education	Career and Technical Education	
Science	17	Health/Physical Ed.	Technology/Applications/Computer Science	
Social Studies	5	Professional	Bilingual/English as a Second Language	
Fine Arts		Other		

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared UNIVERSITY OF TEXAS - DALLAS (N=82)

0%100%	EPP	State	Classroom Environment	
	85%	82%	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	
	90%	89%	To provide support to achieve a positive, equitable, and engaging learning environment	
	89%	92%	To build and maintain positive rapport with students	
	89%	89%	To build and maintain positive rapport and two-way communication with students' families	
			Instruction	
	93%	86%	To implement varied instruction that integrates critical thinking, inquiry, and problem solving	
	90%	86%	To respond to the needs of students by being flexible in instructional approach and differentiating instruction	
	90%	86%	To use the results of formative assessment data to guide instruction	
	89%	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	
	91%	88%	To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	
	95%	89%	To set clear learning goals and align instruction with standards-based content	
	89%	90%	To provide quality and timely feedback to students	
			Students with Disabilities	
	86%	84%	To differentiate instruction to meet the academic needs of students with disabilities	
	85%	82%	To differentiate instruction to meet the behavioral needs of students with disabilities	
	89%	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	
	94%	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	
	89%	86%	To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives	
	93%	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	
	86%	88%	To provide appropriate ways for LEP-ELL students to demonstrate their learning	
	90%	91%	To understand and adhere to federal and state laws that govern education services for LEP-ELL students	
	92%	93%	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)	
	90%	89%	To model and teach the forms and functions of academic English in content areas	
Technology Integration				
	96%	94%	To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning	
	95%	92%	To provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content	
	96%	92%	To teach students developmentally appropriate technology skills	
			To use technology to make learning more active and engaging for students	
			Using Technology with Data	
	94%	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	
			To use available technology to document student learning to determine when an intervention is necessary and appropriat	

95% 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 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)