



# Accountability System for Educator Preparation (ASEP)

## Principal Appraisal of First-Year Teachers

### TARLETON STATE UNIVERSITY

This report presents results from the principal survey of first-year teachers. In this survey, principals describe the preparation of 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.

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>

**Principal Appraisal Outcomes**

<b>EPP Score: 77</b>	EPP Type: Alternative/Traditional	Region ESC: Fort Worth
<b>State Average: 73</b>		# Graduates Rated (N): 163

### 2017-18 Percentage of First Year Teachers Designated as Sufficiently or Well Prepared

	TARLETON STATE UNIVERSITY	All EPPs with Traditional and Alternative Programs	All TX EPPS
<b>Classroom Environment</b>	84%	80%	81%
<b>Instruction</b>	80%	80%	80%
<b>Students with Disabilities</b>	83%	82%	80%
<b>English Language Learners</b>	91%	89%	85%
<b>Technology Integration</b>	92%	87%	90%
<b>Use Technology with Data</b>	91%	86%	89%

### 2017-18 Number of Teachers Rated by Area

Area	Number	Area	Number	Area	Number
<b>Core Subjects</b>	79	English Language Arts and Reading	7	Science	2
<b>Agriculture, Food &amp; Natural Resources</b>	23	Music	6	Social Studies	2
<b>Bilingual Education Supplement</b>	11	History	4	Art	1
<b>English as a Second Language Supplemental</b>	10	Mathematics	4	Business and Finance	1
<b>Physical Education</b>	8	Agricultural Science and Technology	2	Other	3

## 2017-18 Percentage of Teachers Rated Sufficiently or Well Prepared

### TARLETON STATE UNIVERSITY (N=163)

<b>Classroom Environment</b>	<b>EPP</b>	<b>State</b>
To effectively implement discipline management procedures	85%	83%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	85%	85%
To provide support to achieve a positive, equitable, and engaging learning environment	90%	89%
To build and maintain positive rapport with students	93%	92%
To build and maintain positive rapport and two-way communication with students' families	92%	90%
<b>Instruction</b>	<b>EPP</b>	<b>State</b>
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	88%	87%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	89%	87%
To use the results of formative assessment data to guide instruction	87%	87%
To engage and motivate students through learner-centered instruction	89%	88%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	88%	88%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	90%	89%
To set clear learning goals and align instruction with standards-based content	88%	90%
To provide quality and timely feedback to students	91%	90%
<b>Students with Disabilities</b>	<b>EPP</b>	<b>State</b>
To differentiate instruction to meet the academic needs of students with disabilities	87%	86%
To differentiate instruction to meet the behavioral needs of students with disabilities	87%	84%
To provide appropriate ways for students with disabilities to demonstrate their learning	88%	88%
To understand and adhere to the federal and state laws that govern special education services	91%	92%
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	88%	88%
To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives	86%	86%
To collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities	90%	92%
<b>English Language Learners</b>	<b>EPP</b>	<b>State</b>
To provide appropriate ways for LEP-ELL students to demonstrate their learning	92%	89%
To understand and adhere to federal and state laws that govern education services for LEP-ELL students	96%	92%
To comply with district and campus policies and procedures regarding LEP-ELL students	96%	93%
To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)	93%	89%
To model and teach the forms and functions of academic English in content areas	94%	89%
<b>Technology Integration</b>	<b>EPP</b>	<b>State</b>
To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning	94%	94%
To provide technology based classroom learning opportunities that allow students to interact with real-time and/or On line content	93%	92%
To teach students developmentally appropriate technology skills	93%	92%
To use technology to make learning more active and engaging for students	93%	93%
<b>Using Technology with Data</b>	<b>EPP</b>	<b>State</b>
To use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)	94%	93%
To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students	92%	91%
To use available technology to document student learning to determine when an intervention is necessary and appropriate	92%	90%
To use available technology to collect and manage formative assessment data to guide instruction	92%	91%

## Percentage of First Year Teachers Appraised as Sufficiently or Well Prepared from 2016 – 2018

### TARLETON STATE UNIVERSITY

	N	2015-16	N	2016-17	N	2017-18
<b>Indicator 2: Principal Appraisal of First-Year Teachers</b>	164	74%	174	70%	163	77%
<b>Classroom Environment</b>	164	79%	174	77%	163	84%
<b>Instruction</b>	164	80%	174	76%	163	80%
<b>Students with Disabilities</b>	124	86%	139	74%	149	83%
<b>English Language Learners</b>	132	92%	117	86%	126	91%
<b>Technology Integration</b>	164	90%	174	92%	163	92%
<b>Use Technology with Data</b>	164	89%	174	86%	163	91%

Alternative - Institutions that offer teacher training that prepares individuals who already hold a baccalaureate degree. These providers include education service centers, school districts, private entities, community colleges, and universities.

Traditional - Institutions that offer teacher training that is part of an undergraduate degree program offered by colleges and universities.

Traditional/Alternative - Institutions that offer both Alternative and Traditional Teacher training.

Source: State Board for Educator Certification (<https://secure.sbec.state.tx.us/SBECOnline/approvedprograms.asp?s=3>)