



Accountability System for Educator Preparation (ASEP)

Principal Appraisal of First-Year Teachers

TEXAS A&M UNIVERSITY - COMMERCE

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

EPP Score: 77	EPP Type: Alternative/Traditional	Region ESC: Richardson
State Average: 73		# Graduates Rated (N): 231

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

	TEXAS A&M UNIVERSITY - COMMERCE	All EPPs with Traditional and Alternative Programs	All TX EPPS
Classroom Environment	83%	80%	81%
Instruction	81%	80%	80%
Students with Disabilities	82%	82%	80%
English Language Learners	88%	89%	85%
Technology Integration	91%	87%	90%
Use Technology with Data	88%	86%	89%

2017-18 Number of Teachers Rated by Area

Area	Number	Area	Number	Area	Number
Core Subjects	133	Generalist	9	English Language Arts and Reading	4
Bilingual Education Supplement	11	Science	8	Social Studies	3
Mathematics	11	Special Education	8	Theatre	3
Music	10	Physical Education	7	English as a Second Language Supplemental	2
Agriculture, Food & Natural Resources	9	Art	5	Other	8

2017-18 Percentage of Teachers Rated Sufficiently or Well Prepared

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Classroom Environment	EPP	State
To effectively implement discipline management procedures	84%	83%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	87%	85%
To provide support to achieve a positive, equitable, and engaging learning environment	92%	89%
To build and maintain positive rapport with students	94%	92%
To build and maintain positive rapport and two-way communication with students' families	91%	90%
Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	92%	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	88%	87%
To engage and motivate students through learner-centered instruction	91%	88%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	90%	88%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	93%	89%
To set clear learning goals and align instruction with standards-based content	93%	90%
To provide quality and timely feedback to students	93%	90%
Students with Disabilities	EPP	State
To differentiate instruction to meet the academic needs of students with disabilities	91%	86%
To differentiate instruction to meet the behavioral needs of students with disabilities	84%	84%
To provide appropriate ways for students with disabilities to demonstrate their learning	92%	88%
To understand and adhere to the federal and state laws that govern special education services	94%	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	89%	88%
To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives	89%	86%
To collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities	94%	92%
English Language Learners	EPP	State
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	95%	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)	92%	89%
To model and teach the forms and functions of academic English in content areas	91%	89%
Technology Integration	EPP	State
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	92%	92%
To teach students developmentally appropriate technology skills	93%	92%
To use technology to make learning more active and engaging for students	94%	93%
Using Technology with Data	EPP	State
To use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)	92%	93%
To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students	89%	91%
To use available technology to document student learning to determine when an intervention is necessary and appropriate	90%	90%
To use available technology to collect and manage formative assessment data to guide instruction	91%	91%

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

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	N	2015-16	N	2016-17	N	2017-18
Indicator 2: Principal Appraisal of First-Year Teachers	297	76%	233	74%	231	77%
Classroom Environment	297	82%	233	79%	231	83%
Instruction	297	81%	233	82%	231	81%
Students with Disabilities	211	81%	195	81%	199	82%
English Language Learners	247	85%	178	88%	185	88%
Technology Integration	297	91%	233	95%	231	91%
Use Technology with Data	297	89%	233	89%	231	88%

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>)