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

SAM HOUSTON 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

EPP Score: 81

State Average: 73

EPP Type: Traditional

Region ESC: Huntsville

Graduates Rated (N): 231

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

	SAM HOUSTON STATE UNIVERSITY	Traditional	All TX EPPS
Classroom Environment	84%	80%	81%
Instruction	85%	81%	80%
Students with Disabilities	82%	77%	80%
English Language Learners	90%	84%	85%
Technology Integration	94%	91%	90%
Use Technology with Data	91%	88%	89%

2017-18 Number of Teachers Rated by Area

Area	Number	Area	Number	Area	Number
Core Subjects	122	Social Studies	7	English as a Second Language Supplemental	4
Music	19	Bilingual Education Supplement	6	Generalist	3
English Language Arts and Reading	15	History	6	Theatre	3
Agriculture, Food & Natural Resources	14	Mathematics/Science	6	Art	2
Physical Education	10	Mathematics	5	Other	9

2017-18 Percentage of Teachers Rated Sufficiently or Well Prepared

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Classroom Environment	EPP	State
To effectively implement discipline management procedures	87%	83%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	86%	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	91%	90%

Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	89%	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	91%	87%
To engage and motivate students through learner-centered instruction	90%	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)	91%	89%
To set clear learning goals and align instruction with standards-based content	90%	90%
To provide quality and timely feedback to students	91%	90%

Students with Disabilities	EPP	State
To differentiate instruction to meet the academic needs of students with disabilities	90%	86%
To differentiate instruction to meet the behavioral needs of students with disabilities	86%	84%
To provide appropriate ways for students with disabilities to demonstrate their learning	90%	88%
To understand and adhere to the federal and state laws that govern special education services	92%	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	90%	88%
To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives	87%	86%
To collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities	93%	92%

English Language Learners	EPP	State
To provide appropriate ways for LEP-ELL students to demonstrate their learning	93%	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	93%	89%

Technology Integration	EPP	State
To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning	95%	94%
To provide technology based classroom learning opportunities that allow students to interact with real-time and/or On line content	94%	92%
To teach students developmentally appropriate technology skills	95%	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)	94%	93%
To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students	94%	91%
To use available technology to document student learning to determine when an intervention is necessary and appropriate	93%	90%
To use available technology to collect and manage formative assessment data to guide instruction	93%	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	278	80%	271	73%	231	81%
Classroom Environment	278	85%	271	80%	231	84%
Instruction	278	85%	271	82%	231	85%
Students with Disabilities	205	86%	212	83%	167	82%
English Language Learners	220	92%	211	87%	164	90%
Technology Integration	278	94%	271	93%	231	94%
Use Technology with Data	278	93%	271	89%	231	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)