TRAINING VIA E-LEARNING: AN ALT CRT HYBR

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: 50   **Standard: 70***   **State Average: 73**

Met Standard 2: SGE**   Region ESC: Austin   EPP Type: Alternative

Certifications: 16   # Graduates Rated (N): 12

* Reporting purposes only for 2016-17   **Small Group Exception

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

	TRAINING VIA E-LEARNING: AN ALT CRT HYBR	Alternative	All TX EPPS
Classroom Environment	58%	76%	80%
Instruction	58%	76%	79%
Students with Disabilities	45%	73%	79%
English Language Learners	56%	81%	84%
Technology Integration	92%	87%	89%
Use Technology with Data	75%	86%	87%

2016-17 Number of Teachers Rated by Area

Area	Number	Area	Number	Area	Number
English Language Arts	1	General Elementary	3	Languages other than English	
Mathematics	1	Special Education	3	Career and Technical Education	1
Science		Health/Physical Ed.		Technology/Applications/ Computer Science	
Social Studies		Professional		Bilingual/English as a Second Language	1
Fine Arts		Other			

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared
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Classroom Environment	EPP	State
To effectively implement discipline management procedures	67%	82%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	67%	84%
To provide support to achieve a positive, equitable, and engaging learning environment	83%	89%
To build and maintain positive rapport with students	83%	92%
To build and maintain positive rapport and two-way communication with students' families	75%	89%

Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	75%	86%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	75%	86%
To use the results of formative assessment data to guide instruction	67%	86%
To engage and motivate students through learner-centered instruction	75%	87%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	75%	87%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	83%	88%
To set clear learning goals and align instruction with standards-based content	83%	89%
To provide quality and timely feedback to students	83%	90%

Students with Disabilities	EPP	State
To differentiate instruction to meet the academic needs of students with disabilities	73%	84%
To differentiate instruction to meet the behavioral needs of students with disabilities	55%	82%
To provide appropriate ways for students with disabilities to demonstrate their learning	73%	87%
To understand and adhere to the federal and state laws that govern special education services	91%	91%
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	91%	88%
To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives	64%	86%
To collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities	91%	91%

English Language Learners	EPP	State
To provide appropriate ways for LEP-ELL students to demonstrate their learning	67%	88%
To understand and adhere to federal and state laws that govern education services for LEP-ELL students	89%	91%
To comply with district and campus policies and procedures regarding LEP-ELL students	89%	93%
To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)	67%	88%
To model and teach the forms and functions of academic English in content areas	67%	89%

Technology Integration	EPP	State
To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning	92%	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	100%	92%
To use technology to make learning more active and engaging for students	100%	92%

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%	92%
To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students	92%	90%
To use available technology to document student learning to determine when an intervention is necessary and appropriate	83%	89%
To use available technology to collect and manage formative assessment data to guide instruction	75%	90%

Percentage of First Year Teachers Appraised as Sufficiently or Well Prepared from 2015 – 2017

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Performance Standard: 70% (Reporting purposes only for 2016-17)

	N	2014-15	N	2015-16	N	2016-17
Indicator 2: Principal Appraisal of First-Year Teachers	13	83%	12	67%	12	50%
Classroom Environment	13	81%	12	75%	12	58%
Instruction	13	82%	12	75%	12	58%
Students with Disabilities	17	65%	10	63%	11	45%
English Language Learners	17	76%	8	60%	9	56%
Technology Integration	13	87%	12	83%	12	92%
Use Technology with Data	13	85%	12	83%	12	75%

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)