

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

STEPHEN F AUSTIN STATE UNIVERSITY

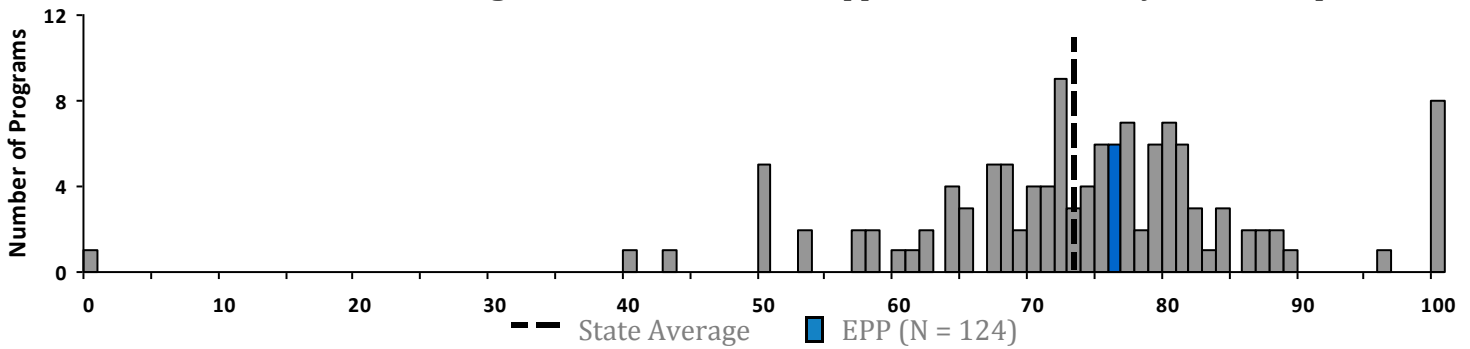
This report presents results from the principal survey of first-year teachers. In this survey, principals describe the preparation of teachers in six categories of practices. Principals complete surveys for first-year teachers who graduated at any time during the 5 years prior to the reporting period 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>

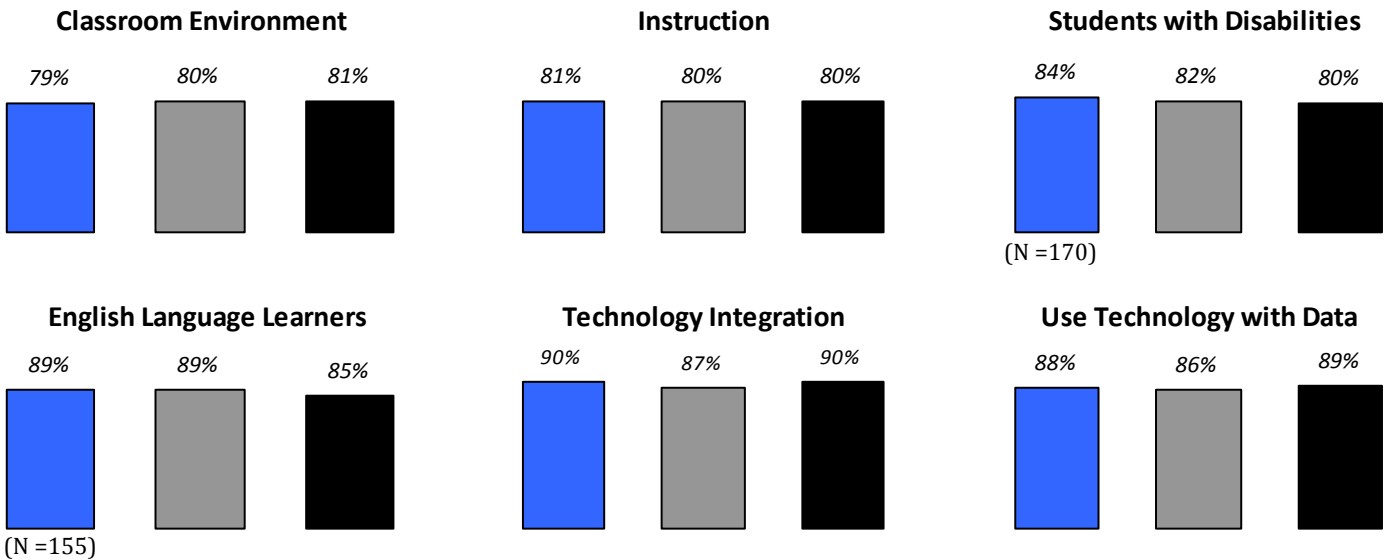
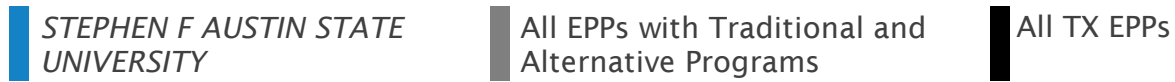
Principal Appraisal Outcomes

EPP Score:	76	EPP Type:	Alternative/Traditional	# of Teachers rated (N)	207
State Average:	73	Region ESC:	Kilgore		

2017-18 Distribution of Percentage of First-Year teachers Appraised as Sufficiently or Well Prepared



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



2017-18 Number of Teachers Appraised by Area

Core Subjects	88	Deaf and Hard of Hearing	9	Social Studies	4
Music	21	English Language Arts and Reading	7	Theatre	4
Special Education	18	Generalist	7	Agriculture, Food & Natural Resources	3
Physical Education	17	History	6	Dance	3
Mathematics	11	Art	5	Other	4

2017-18 Percentage of Teachers Appraised Sufficiently or Well Prepared

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EPP	State	Classroom Environment
82%	83%	To effectively implement discipline management procedures
82%	85%	To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning
89%	89%	To provide support to achieve a positive, equitable, and engaging learning environment
91%	92%	To build and maintain positive rapport with students
86%	90%	To build and maintain positive rapport and two-way communication with students' families

Instruction

86%	87%	To implement varied instruction that integrates critical thinking, inquiry, and problem solving
87%	87%	To respond to the needs of students by being flexible in instructional approach and differentiating instruction
85%	87%	To use the results of formative assessment data to guide instruction
88%	88%	To engage and motivate students through learner-centered instruction
86%	88%	To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction
87%	89%	To assume various roles in the instructional process (e.g. instructor, facilitator, audience)
88%	90%	To set clear learning goals and align instruction with standards-based content
91%	90%	To provide quality and timely feedback to students

Students with Disabilities

89%	86%	To differentiate instruction to meet the academic needs of students with disabilities
86%	84%	To differentiate instruction to meet the behavioral needs of students with disabilities
89%	88%	To provide appropriate ways for students with disabilities to demonstrate their learning
90%	92%	To understand and adhere to the federal and state laws that govern special education services
91%	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
86%	86%	To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives
88%	92%	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

91%	89%	To provide appropriate ways for LEP-ELL students to demonstrate their learning
92%	92%	To understand and adhere to federal and state laws that govern education services for LEP-ELL students
93%	93%	To comply with district and campus policies and procedures regarding LEP-ELL students
91%	89%	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

Technology Integration

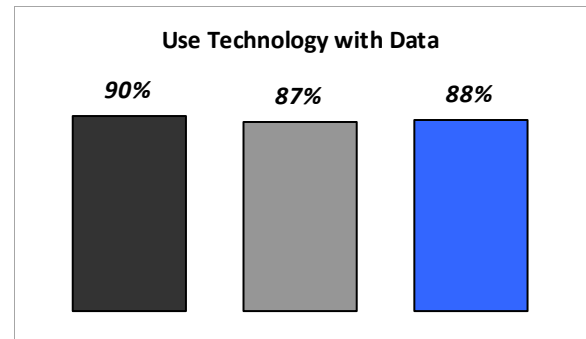
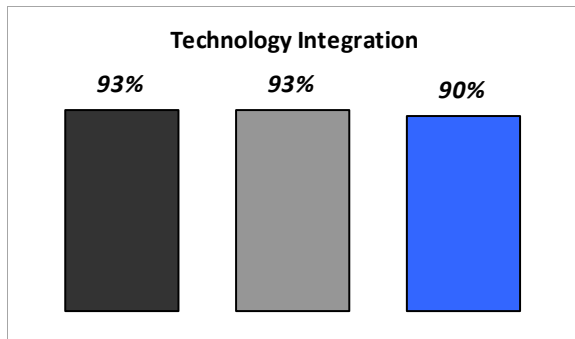
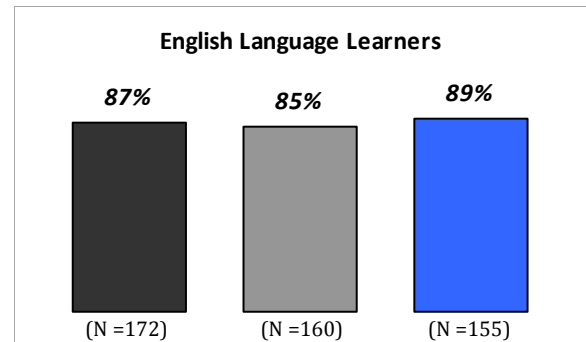
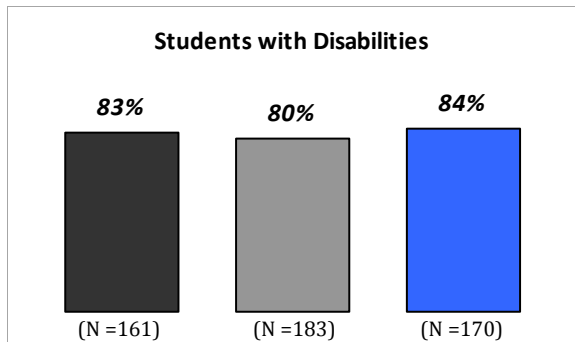
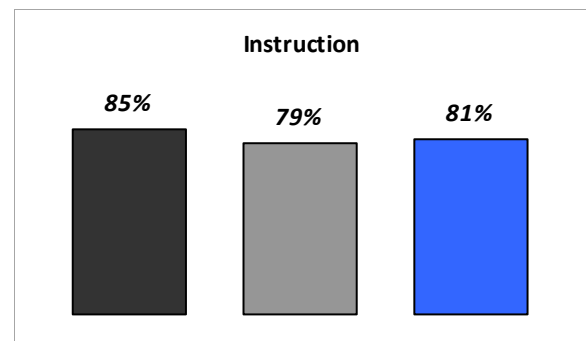
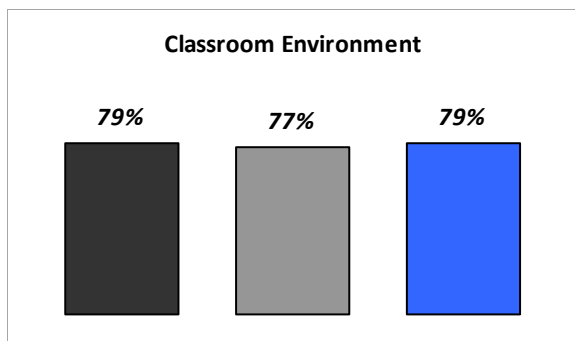
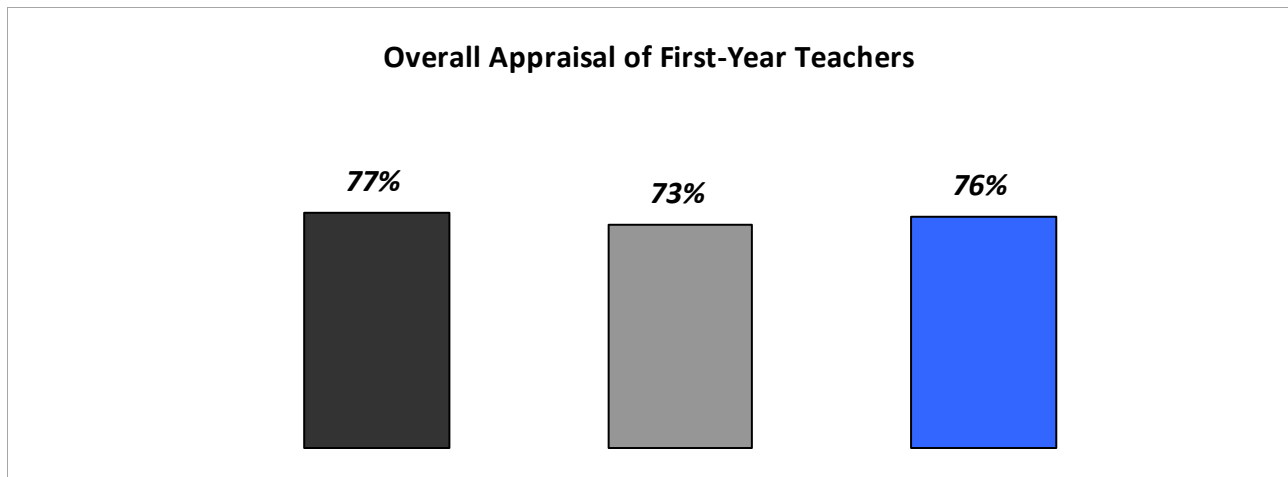
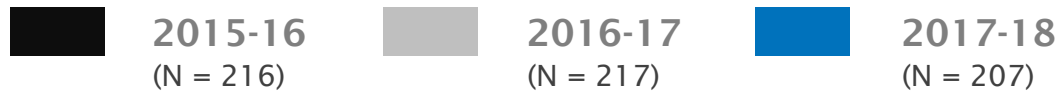
94%	94%	To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning
91%	92%	To provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content
92%	92%	To teach students developmentally appropriate technology skills
92%	93%	To use technology to make learning more active and engaging for students

Using Technology with Data

91%	93%	To use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)
90%	91%	To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students
89%	90%	To use available technology to document student learning to determine when an intervention is necessary and appropriate
88%	91%	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 2016 - 2018

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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>)