REG 10 EDUCATION SERVICE CENTER

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

2016-17 State Distribution of Indicator 2 Across Education Preparation Programs (EPPs)
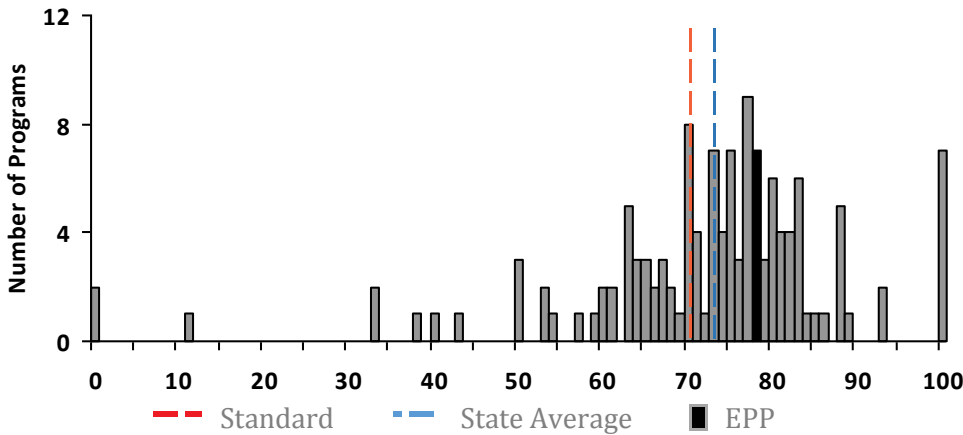
Indicator 2 Outcomes

EPP Score:	78
Standard:	70*
State Average:	73
Met Standard 2:	Yes
EPP Type:	Alternative
Region ESC:	Richardson
# Certifications:	228
# Graduates rated (N):	117

*Reporting purposes only for 2016-17

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

- REG 10 EDUCATION SERVICE CENTER
- Alternative
- All TX EPPs

Classroom Environment
- 81%
- 76%
- 80%

Instruction
- 83%
- 76%
- 79%

Students with Disabilities
- 81%
- 73%
- 79%
- (N =106)

English Language Learners
- 88%
- 81%
- 84%
- (N =100)

Technology Integration
- 92%
- 87%
- 89%

Use Technology with Data
- 86%
- 86%
- 87%
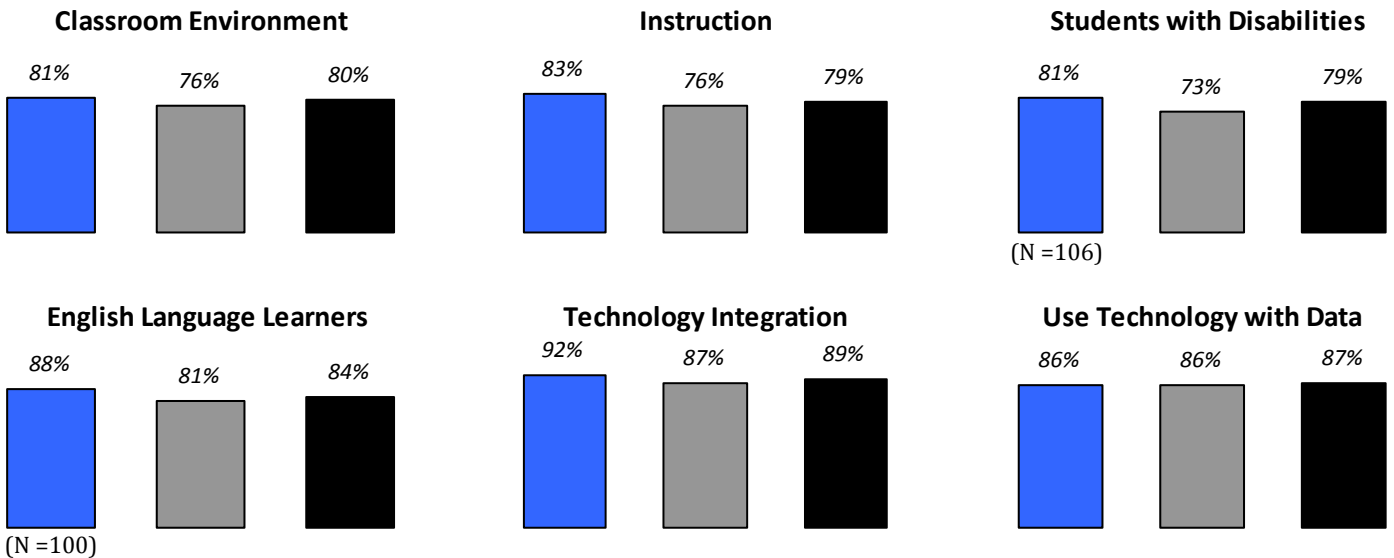
2016-17 Number of Teachers Rated by Area

English Language Arts	13	General Elementary	37	Languages other than English	1
Mathematics	6	Special Education	14	Career and Technical Education	4
Science	6	Health/Physical Ed.	4	Technology/Applications/Computer Science	
Social Studies	5	Professional		Bilingual/English as a Second Language	101
Fine Arts	8	Other			

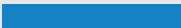# 2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared
REG 10 EDUCATION SERVICE CENTER (N=117)
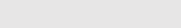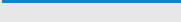
0%----------100% **EPP** **State**

Classroom Environment

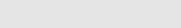| EPP	State	
85%	82%	To effectively implement discipline management procedures
85%	84%	To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning
89%	89%	To provide support to achieve a positive, equitable, and engaging learning environment
92%	92%	To build and maintain positive rapport with students
90%	89%	To build and maintain positive rapport and two-way communication with students' families

Instruction

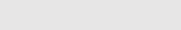| EPP	State	
88%	86%	To implement varied instruction that integrates critical thinking, inquiry, and problem solving
87%	86%	To respond to the needs of students by being flexible in instructional approach and differentiating instruction
90%	86%	To use the results of formative assessment data to guide instruction
89%	87%	To engage and motivate students through learner-centered instruction
89%	87%	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)
90%	89%	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

EPP	State	
87%	84%	To differentiate instruction to meet the academic needs of students with disabilities
85%	82%	To differentiate instruction to meet the behavioral needs of students with disabilities
92%	87%	To provide appropriate ways for students with disabilities to demonstrate their learning
92%	91%	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
88%	86%	To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives
91%	91%	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

EPP	State	
89%	88%	To provide appropriate ways for LEP-ELL students to demonstrate their learning
93%	91%	To understand and adhere to federal and state laws that govern education services for LEP-ELL students
95%	93%	To comply with district and campus policies and procedures regarding LEP-ELL students
92%	88%	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

Technology Integration

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

Using Technology with Data

| EPP	State	
89%	92%	To use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)
89%	90%	To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students
89%	89%	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

Percentage of First Year Teachers Appraised as Sufficiently or Well Prepared from 2015 – 2017
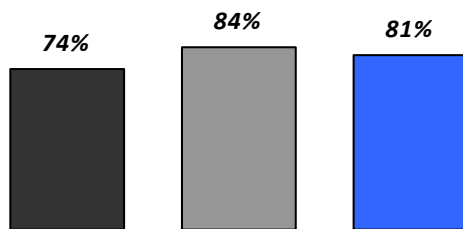## REG 10 EDUCATION SERVICE CENTER

2014-15 (N = 121) **2015-16** (N = 112) **2016-17** (N = 117)

Indicator 2: Principal Appraisal of First-Year Teachers

Performance Standard (70%)*

74% 79% 78%
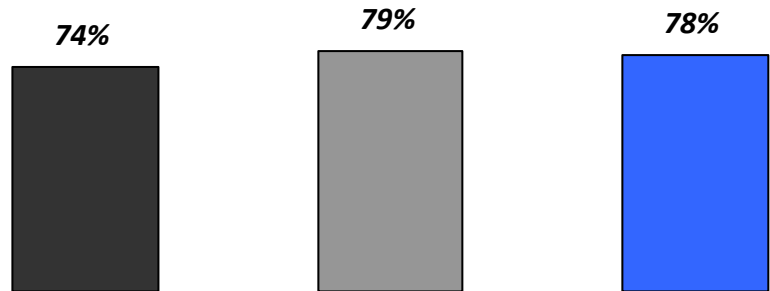
*Reporting purposes only for 2016-17

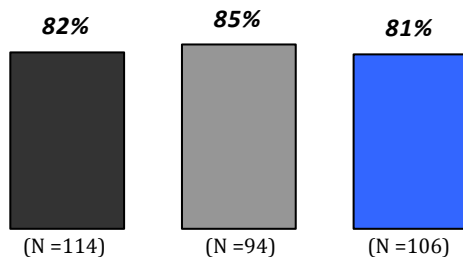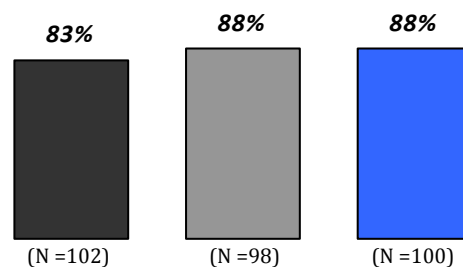**Classroom Environment**
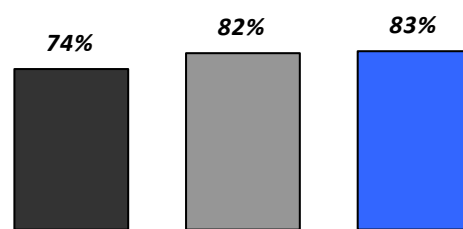
74% 84% 81%

Instruction

74% 82% 83%

Students with Disabilities

82% 85% 81%

(N =114) (N =94) (N =106)

English Language Learners

83% 88% 88%

(N =102) (N =98) (N =100)

Technology Integration

75% 92% 92%

Use Technology with Data

73% 91% 86%
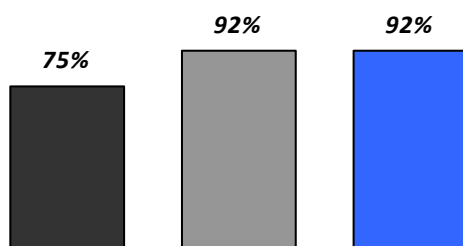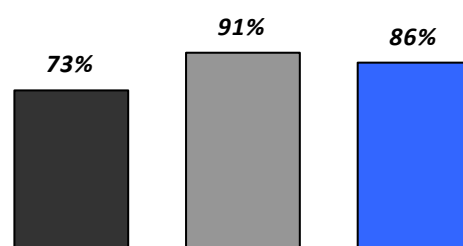
Alternative - Teacher training offered by education service centers, school districts and other entities, as well as colleges and universities, for individuals who already hold a baccalaureate degree.

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)