

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

## AUSTIN COLLEGE

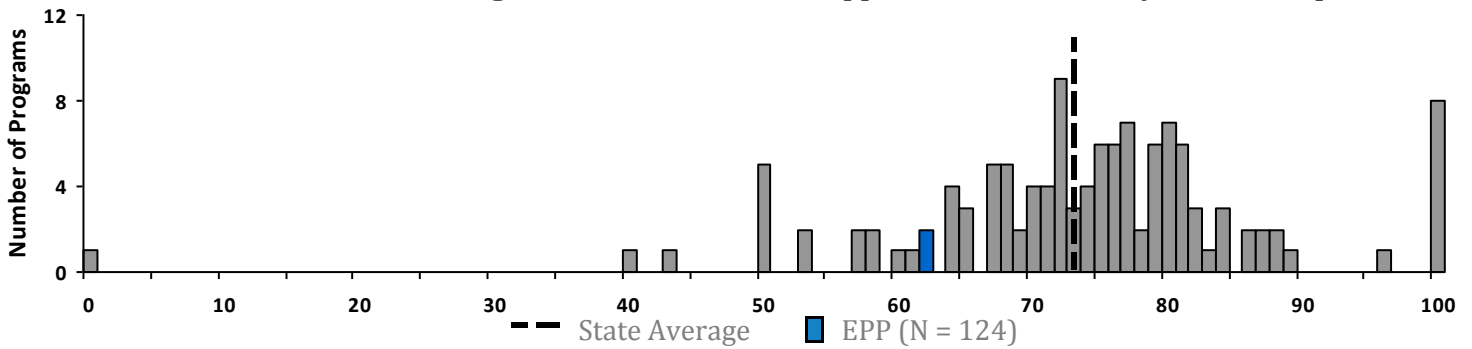
This report presents results from the principal survey of first-year teachers. In this survey, principals describe the preparation of teachers in six categories of practices. Principals complete surveys for first-year teachers who graduated at any time during the 5 years prior to the reporting period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

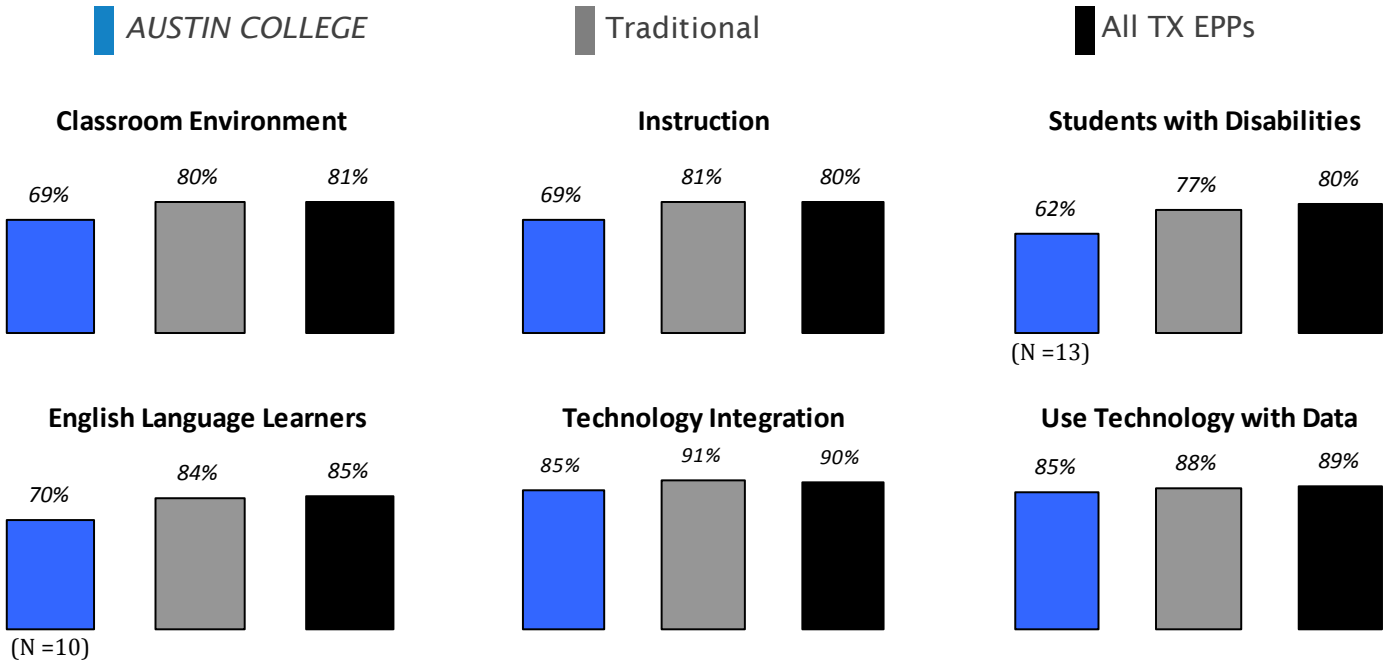
### Principal Appraisal Outcomes

EPP Score: 62	EPP Type: Traditional	# of Teachers rated (N)
State Average: 73	Region ESC: Richardson	13

**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	4	Mathematics	1
History	4		
English Language Arts and Reading	2		
Art	1		
Languages Other Than English	1		

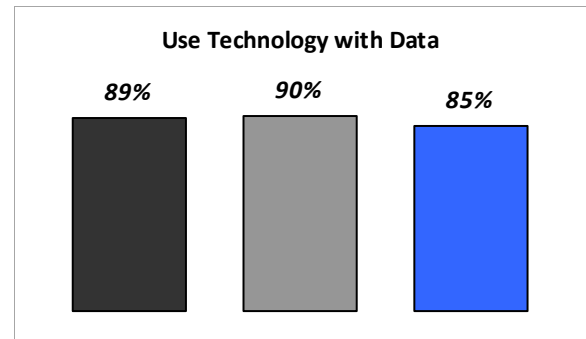
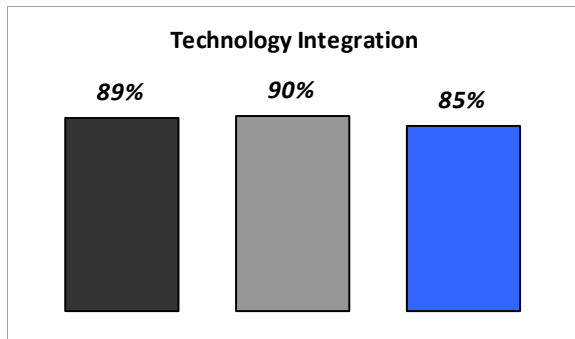
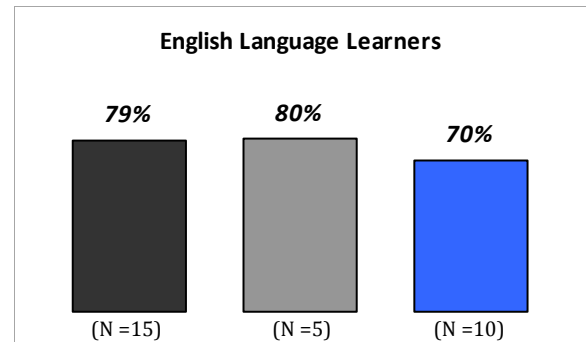
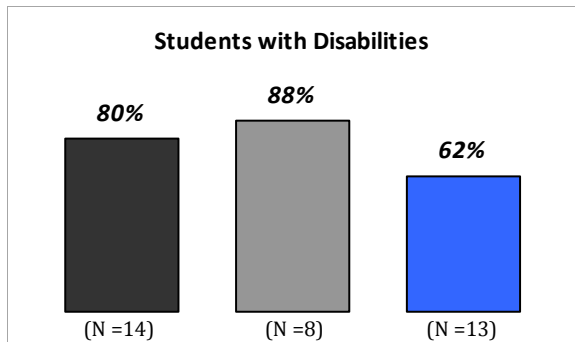
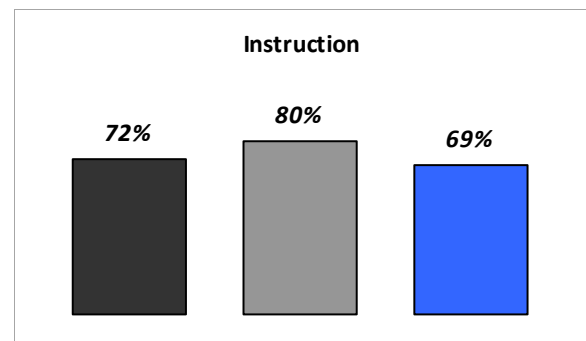
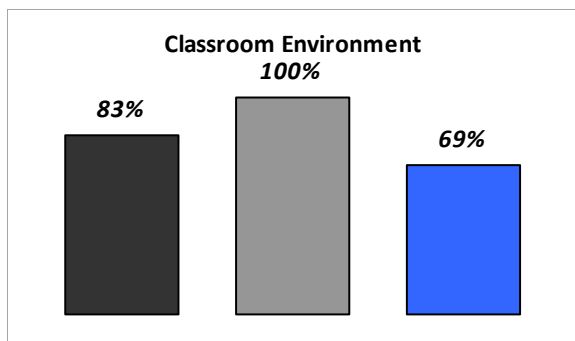
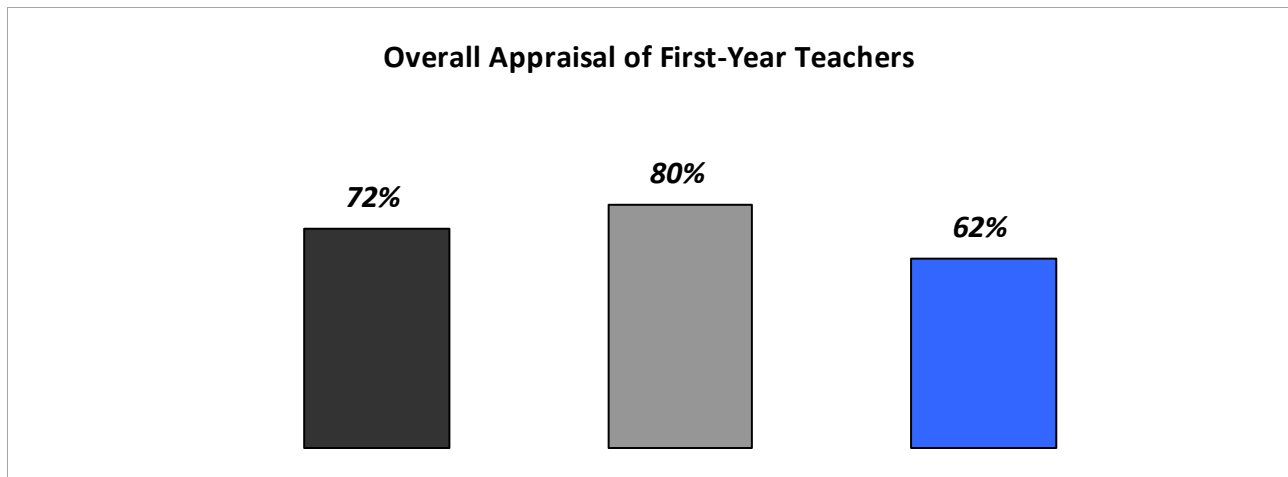
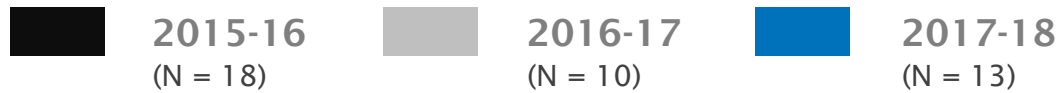
# 2017-18 Percentage of Teachers Appraised Sufficiently or Well Prepared

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EPP	State	Classroom Environment
77%	83%	To effectively implement discipline management procedures
85%	85%	To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning
77%	89%	To provide support to achieve a positive, equitable, and engaging learning environment
85%	92%	To build and maintain positive rapport with students
85%	90%	To build and maintain positive rapport and two-way communication with students' families
<b>Instruction</b>		
77%	87%	To implement varied instruction that integrates critical thinking, inquiry, and problem solving
77%	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
77%	88%	To engage and motivate students through learner-centered instruction
85%	88%	To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction
85%	89%	To assume various roles in the instructional process (e.g. instructor, facilitator, audience)
77%	90%	To set clear learning goals and align instruction with standards-based content
85%	90%	To provide quality and timely feedback to students
<b>Students with Disabilities</b>		
85%	86%	To differentiate instruction to meet the academic needs of students with disabilities
85%	84%	To differentiate instruction to meet the behavioral needs of students with disabilities
92%	88%	To provide appropriate ways for students with disabilities to demonstrate their learning
92%	92%	To understand and adhere to the federal and state laws that govern special education services
85%	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
62%	86%	To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives
92%	92%	To collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities
<b>English Language Learners</b>		
80%	89%	To provide appropriate ways for LEP-ELL students to demonstrate their learning
90%	92%	To understand and adhere to federal and state laws that govern education services for LEP-ELL students
90%	93%	To comply with district and campus policies and procedures regarding LEP-ELL students
70%	89%	To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)
90%	89%	To model and teach the forms and functions of academic English in content areas
<b>Technology Integration</b>		
92%	94%	To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning
100%	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
<b>Using Technology with Data</b>		
100%	93%	To use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)
85%	91%	To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students
85%	90%	To use available technology to document student learning to determine when an intervention is necessary and appropriate
92%	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>)