



Accountability System for Educator Preparation (ASEP) Indicator 2: Principal Appraisal of First-Year Teachers

QUALITY ACT: ALTERNATIVE CERTIFIED TCHRS

This report presents results from the principalsHRS

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

QUALITY ACT: ALTERNATIVE CERTIFIED TCHRS (N=64)

Classroom Environment	EPP	State
To effectively implement discipline management procedures	83%	82%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	81%	84%
To provide support to achieve a positive, equitable, and engaging learning environment	89%	89%
To build and maintain positive rapport with students	92%	92%
To build and maintain positive rapport and two-way communication with students' families	95%	89%
Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	84%	86%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	88%	86%
To use the results of T15-4.3 (.)-8.4 (ng)T(n)-112.6 (su 6 (i)-1.7 (n)1 (se)0.7 (e592.92 0.4.4 18-5.7 (s1 (e)0.7 (i)-1.7 .6 () 462.721		

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

QUALITY ACT: ALTERNATIVE CERTIFIED TCHRS

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	62	74%	60			