

Accountability System for Educator Preparation (ASEP)

Indicator 2: Principal Appraisal of First Year Teachers

REG 04 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 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 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 Practice 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; <https://tinyurl.com/ydy335z8>

Indicator 2 Outcomes

EPP Score: 64

Standard: 70*

State Average: 73

Met Standard 2: No

Region ESC: Houston

EPP Type: Alternative

Certifications: 236

Graduates Rated (N): 200

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

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

	REG 04 EDUCATION SERVICE CENTER	Alternative	All TX EPPS
Classroom Environment	73%	76%	80%
Instruction	73%	76%	79%
Students with Disabilities	68%	73%	79%
English Language Learners	76%	81%	84%
Technology Integration		87%	89%

Use Technology

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared
 REG 04 EDUCATION SERVICE CENTER (R-200)

Classroom Environment	EPP	State
To effectively implement discipline management procedures	76%	82%
To communicate clear expectations for achievement and behavior that promote and encourage discipline and self directed learning	81%	84%
To provide support to achieve a positive, equitable, and engaging learning environment	85%	89%
To build and maintain positive rapport with students	89%	92%
To build and maintain positive rapport and two way communication with students' families	85%	89%
Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	78%	86%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	82%	86%
To use the results of formative assessment data to guide instruction	82%	86%
To engage and motivate students through learner centered instruction	84%	87%
To integrate effective modeling, questioning, and reflection (selfassessment) strategies int		

Percentage of First Year Teachers Appraised as Sufficiently or Well Prepared from ~~2015~~ –
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Performance Standard: 70% (Reporting purposes only for-~~20~~16)

	N	2014-15	N	2015-16	N	2016-17
Indicator 2: Principal Appraisal of First Year Teachers	288	75%	275	72%	200	64%
Classroom Environment	288	77%	275	81%	200	73%
Instruction						