



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

TEXAS A&M INTERNATIONAL UNIVERSITY

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>

Indicator 2 Outcomes

EPP Score: 81

Met Standard 2: Yes

Certifications: #0 Tc 0 Tw 1.38 0Bd()TjEMC /P AMCID 11 2BDC 0.231929494 049419scn/TT0 1 Tf0.002 T3 0.001 Tw 0.4-0 0 1

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

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Classroom Environment	EPP	State
To effectively implement discipline management procedures	91%	82%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	93%	84%
To provide support to achieve a positive, equitable, and engaging learning environment	89%	89%
To build and maintain positive rapport with students	96%	92%
To build and maintain positive rapport and two-way communication with students' families	89%	89%
Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	82%	86%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	84%	86%
To use the results of formative assessment data to guide instruction	88%	86%
To engage and motivate students through learner-centered instruction	89%	87%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	88%	87%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	88%	

