TEXAS WESLEYAN 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 (e)9 (d a)2.1 (t.1 (t.1 (t.1-ng)6.1 (pyt.1y (a)2.1 (ng)6.1t.11ng)6.1t)-9.1b4.7 (1 (t.1ng)6.1 (pyt.1y (a)2 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: 76

Standard: 70*

Met Standard 2: Yes

Region ESC: Fort Worth

Certifications: 53

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		%	84%
Technology Integration	84%	90%	89%
Use Technology with Data	89%	87%	87%

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared
TEXAS WESLEYAN UNIVERSITY (N=37)

Classroom Environment	EPP	State
To effectively implement discipline management procedures	89%	82%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	89%	84%
To provide support to achieve a positive, equitable, and engaging learning environment	97%	89%
To build and maintain positive rapport with students	95%	92%
To build and maintain positive rapport and two-way communication with students' families	92%	89%

Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	92%	86%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	97%	86%
To use the results of formative assessment data to guide instruction	95%	86%
To engage and motivate students through learner-centered instruction	95%	87%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	95%	87%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	92%	88%
To set clear learning goals and align instruction with standards-based content	95%	89%
To provide quality and timely feedback to students	92%	90%

Students with Disabilities	EPP	State
To differentiate instruction to meet the academic needs of students with disabilities	88%	84%
To differentiate instruction to meet the behavioral needs of students with disabilities	85%	82%
To provide appropriate ways for students with disabilities to demonstrate their learning	88%	87%
To understand and adhere to the federal and state laws that govern special education services	96%	91%
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	96%	88%
To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives	85%	86%
To collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities	100%	91%

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