

Accountability System for Educator Preparation (ASEP)

Indicator 2: Principal Appraisal of First Year Teachers

DALLAS CHRISTIAN COLLEGE

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 are 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; <https://tinyurl.com/ydy335z8>

Indicator 2 Outcomes		
EPP Score: 100	Standard: 70*	State Average: 73
Met Standard 2: SGE**	Region ESCR: Richardson	EPP Type: Traditional/ Alternative
# Certifications: 1	# Graduates Rated (N):	

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

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

	DALLAS CHRISTIAN COLLEGE	All EPPs with Traditional and Alternative Programs	All TX EPPS
Classroom Environment	100%	83%	80%
Instruction	100%	84%	79%
Students with Disabilities	100%	84%	79%
English Language Learners	100%		

2016-17 Number of Teachers Rated by Area

Area	Number	Area	Number	Area	Number
English Language Arts		General Elementary	1	Languages other than English	
Mathematics		Special Education		Career and Technical Education	
Science					
		Professional		Bilingual/English as a Second Language	
Fine Arts		Other			

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

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Classroom Environment	EPP	State
To effectively implement discipline management procedures	100%	82%
To communicate clear expectations for achievement and behavior that promote and encourage discipline and self directed learning	100%	84%
To provide support to achieve a positive, equitable, and engaging learning environment	100%	89%
To build and maintain positive rapport with students	100%	92%
To build and maintain positive rapport and two way communication with students' families	100%	89%
Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	100%	

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

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Performance Standard: 70% (Reporting purposes only for-2016)

	N	2014-15	N	2015-16	N	2016-17
Indicator 2: Principal Appraisal of First Year Teachers	1	47%		%	1	100%
Classroom Environment	1	60%		%	1	100%
Instruction	1	46%		%	1	100%
Students with Disabilities	2	100%		%	1	100%
English Language Learners	2	100%		%	1	100%
Technology Integration	1	33%		%	1	100%
Use Technology with Data	1	33%		%	1	100%

Alternative