

Accountability System for Educator Preparation (ASEP)

Indicator 2: Principal Appraisal of First Year Teachers

SOUTHWESTERN 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 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 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 percentage 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 82

Met Standard 2: S0.011e04 58.56r

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

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Classroom Environment	EPP	State
To effectively implement discipline management procedures	82%	82%
To communicate clear expectations for achievement and behavior that promote and encourage discipline and self-directed learning	91%	84%
To provide support to achieve a positive, equitable, and engaging learning environment	91%	89%
To build and maintain positive rapport with students	91%	92%
To build and maintain positive rapport and two-way communication with students' families	91%	89%
Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	91%	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	91%	86%
To engage and motivate students through learner-centered instruction	82%	87%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	91%	87%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	82%	88%
To set clear learning goals and align instruction with standards-based content	82%	89%
To provide quality and timely feedback to students	91%	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	88%	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	88%	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	88%	88%
To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives	88%	86%
To collaborate with others, such as paraprofessionals and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities	88%	91%
English Language Learners	EPP	State
To provide...		

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)%%%

	N	2014-15	N	2015-16	N	2016-17
Indicator 2: Principal Appraisal of First Year Teachers Classroom Environment	11	87%	6	100%	11	82%