

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

SUL ROSS STATE UNIVERSITY - RIO GRANDE (N=14)

Classroom Environment	EPP	State
To effectively implement discipline management procedures	100%	82%
To communicate clear expectations for achievement and behavior that promote and encourage self-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	93%	86%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	93%	86%
To use the results of formative assessment data to guide instruction	86%	86%
To engage and motivate students through learner-centered instruction	93%	87%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	86%	87%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	86%	88%
To set clear learning goals and align instruction with standards-based content	100%	89%
To provide quality and timely feedback to students	93%	90%

