



Accountability System for Educator Preparation (ASEP)

Indicator 2: Principal Appraisal of First-Year Teachers

TEXAS A&M 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

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

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Classroom Environment	EPP	State
To effectively implement discipline management procedures	87%	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	94%	89%
To build and maintain positive rapport with students	97%	92%
To build and maintain positive rapport and two-way communication with students' families	94%	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	92%	86%
To use the results of formative assessment data to guide instruction	92%	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	93%	87%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	93%	88%
To set clear learning goals and align instruction with standards-based content	94%	89%

