

## Accountability System for Educator Preparation (ASEP) Indicator 2: Principal Appraisal of First-Year Teachers

## 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.1-ntg)6.9 (pyt.1y (a)2.1 (ng)6.1t.11ng)6.1t)-9.1b4.7 (1 (t.1-ntg)6.9 (pyt.1y (a)2.1 (ng)6.1t.11ng)6.1t)-9.1b4.7 (1 (t.1-ntg)6.9 (ng)6.1t.11ng)6.1t)-9.1b4.7 (1 (t.1-ntg)6.1t)-9.1b4.7 (1 (t.1-

Indicator 2 Outcomes

EPP Score: 76

Met Standard 2: Yes

# Certifications: 53

Region ESC: Fort Worth

# Gra teerate (y)-3.Ni52: 5

		%	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		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		89%
To build and maintain positive rapport with students		92%
To build and maintain positive rapport and two-way communication with students' families		89%
Instruction	EPP	State
o implement varied instruction that integrates critical thinking, inquiry, and problem solving		86%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction		86%
To use the results of formative assessment data to guide instruction		86%
To engage and motivate students through learner-centered instruction		87%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction		87%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)		88%
To set clear learning goals and align instruction with standards-based content		89%
To provide quality and timely feedback to students		90%
Students with Disabilities		State
To differentiate instruction to meet the academic needs of students with disabilities		84%
To differentiate instruction to meet the behavioral needs of students with disabilities		82%
To provide appropriate ways for students with disabilities to demonstrate their learning		87%
To understand and adhere to the federal and state laws that govern special education services		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%
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				