

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	89%	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	97%	89%
To build and maintain positive rapport with students	95%	92%
To build and maintain positive rapport and two-way communication with students' families	92%	89%
Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	92%	86%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	97%	86%
To use the results of formative assessment data to guide instruction	95%	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	95%	87%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	92%	88%
To set clear learning goals and align instruction with standards-based content	95%	89%
To provide quality and timely feedback to students	92%	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	85%	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	96%	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	96%	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