



Accountability System for Educator Preparation (ASEP)

Indicator 2: Principal Appraisal of First-Year Teachers

TEXAS WOMAN'S 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 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 or Well

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

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Classroom Environment	EPP	State
To effectively implement discipline management procedures	80%	82%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	83%	84%
To provide support to achieve a positive, equitable, and engaging learning environment	89%	89%
To build and maintain positive rapport with students	90%	92%
To build and maintain positive rapport and two-way communication with students' families	90%	89%

Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	83%	86%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	86%	86%
To use the results of formative assessment data to guide instruction	87%	86%
To engage and motivate students through learner-centered instruction	87%	87%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	85%	87%

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