

Accountability System for Educator Preparation (ASEP)

Indicator 2: Principal Appraisal of First Year Teachers

UNIVERSITY OF TEXAS AT LINGTON

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 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 when all applicable questions were averaged, and within each of the six categories. The overall percentage serves as indicator 2 of the Accountability System for Educator Preparation (ASEP) Accountability Performance Indicators. The percentage within each category are Consumer Information, required by the Texas Education Code. Due to teachers having strengths in different areas and the way the overall indicator is computed, the percentages in the six categories cannot be expected to average to the overall proficiency standard. For details about the survey; <https://tinyurl.com/ydy335z8>

Indicator 2 Outcomes

EPP Score: 75

Met Standard 2: Yes

Certifications: 311

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

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| Classroom Environment | EPP | State |
|---|-----|-------|
| To effectively implement discipline management procedures | 83% | 82% |

Percentage of First Year Teachers Appraised as Sufficiently or Well Prepared from ~~2015~~ –
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Performance Standard: 70% (Reporting purposes only for ~~2016~~)

| | N | 2014-15 | N | 2015-16 | N | 2016-17 |
|---|-----|---------|-----|---------|-----|---------|
| Indicator 2: Principal Appraisal of First Year Teachers | 239 | 74% | 231 | 72% | 220 | 75% |
| Classroom Environment | 239 | 75% | 231 | 77% | 220 | 81% |
| Instruction | | | | | | |