

Accountability System for Educator Preparation (ASEP)

Indicator 2: Principal Appraisal of First Year Teachers

WILEY COLLEGE

This report presents results from the principal survey of beginning teachers. In this survey, principals rate 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 or Well 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, visit <https://tinyurl.com/ydy335z8>

Indicator 2 Outcomes

EPP Score: 0

Standard: 70*

State Average: 73

Met Standard 2: SGE**

Region ESC: Kilgore

Certifications: 1

Graduates Rated (N):

Instruction	0%	80%	79%
Students with Disabilities	0%	80%	79%
English Language Learners	0%	85%	84%
Technology Integration	100%	90%	89%
Use Technology with Data	100%	87%	87%

2016-17 Number of Teachers Rated by Area

Area	Number	Area	Number	Area	Number
English Language Arts		General Elementary	1	Languages other than English	
Mathematics		Special Education		Career and Technical Education	
Science		Health/Physical Ed.		Technology Applications/ Computer Science	
Social Studies		Professional		Bilingual/English as a Second Language	
Fine Arts		O O Bof			

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

WILEY COLLEGE (NE-1)

Classroom Environment	EPP	State
To effectively implement discipline management procedures	100%	82%
To communicate clear expectations for achievement and behavior that promote and encourage discipline and self directed learning	100%	84%
To provide support to achieve a positive, equitable, and engaging learning environment	100%	89%
To build and maintain positive rapport with students	100%	92%
To build and maintain positive rapport and two way communication with students' families	100%	89%
Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry and problem solving	100%	86%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	100%	86%
To use the results of formative assessment data to guide instruction	0%	86%
To engage and motivate students through learner centered instruction	0%	87%
To integrate effective modeling, questioning, and reflection (self assessment) strategies into instruction	0%	87%
To assume various roles in the instructional process (e.g. instructor, facilitator, coach)	100%	88%
To set clear learning goals and align instruction with standards based content	0%	89%
To provide quality and timely feedback to students	100%	90%
Students with Disabilities	EPP	State

Percentage of First Year Teachers Appraised as Satisfy or Well Prepared from 2015-2017

WILEY COLLEGE

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	2	55%	4	50%	1	0%
Classroom Environment	2	57%	4	50%	1	100%
Instruction						