



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

## EDUCATORS OF EXCELLENCE ACP

This report presents results from the principal survey of first-year teachers. In this survey, principals describe the preparation of 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.

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 percentages 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>

### Principal Appraisal Outcomes

EPP Score: 78

EPP Type: Alternative

State Average: 73

Region ESC: Austin

Instruction	67%	77%	80%
Students with Disabilities	86%	79%	80%

## 2017-18 Percentage of Teachers Rated Sufficiently or Well Prepared

### EDUCATORS OF EXCELLENCE ACP (N=9)

<b>Classroom Environment</b>	<b>EPP</b>	<b>State</b>
To effectively implement discipline management procedures	89%	83%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	89%	85%
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%	90%
<b>Instruction</b>	<b>EPP</b>	<b>State</b>
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	89%	87%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	89%	87%
To use the results of formative assessment data to guide instruction	78%	87%
To engage and motivate students through learner-centered instruction	100%	88%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	89%	88%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	89%	89%
To set clear learning goals and align instruction with standards-based content	89%	90%
To provide quality and timely feedback to students	100%	90%
<b>Students with Disabilities</b>	<b>EPP</b>	<b>State</b>
To differentiate instruction to meet the academic needs of students with disabilities	100%	86%
To differentiate instruction to meet the behavioral needs of students with disabilities	86%	84%
To provide appropriate ways for students with disabilities to demonstrate their learning		

Percentage of First Year Teachers Appraised as Sufficiently or Well Prepared from 2016 – 2018

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	N	2015-16	N	2016-17	N	2017-18
Indicator 2: Principal Appraisal of First-Year Teachers	14	86%	8	88%	9	78%