



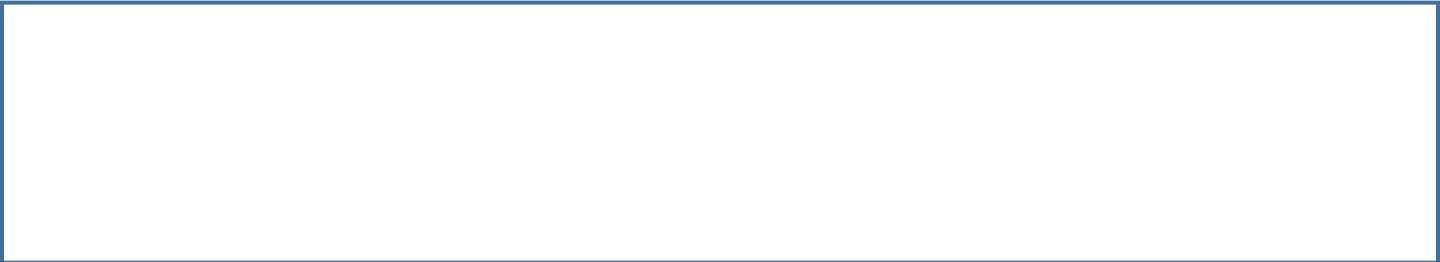
Accountability System for Educator Preparation (ASEP)

Principal Appraisal of First-Year Teachers

MIDWESTERN STATE UNIVERSITY

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>



		All EPPs with Traditional and Alternative Programs	All TXEPPS
Classroom Environment	78%	80%	81%
Instruction	83%	80%	80%
Students with Disabilities	85%	82%	80%
English Language Learners	93%	89%	85%
Technology Integration	100%	87%	90%
Technology with Data	98%	86%	

		English as a Second Language Supplemental	1	Theatre	1
Science	5	English Language Arts and Reading	1		
Mathematics	3	Languages Other Than English	1		
Special Education	3	Music	1		

2017-18 Percentage of Teachers Rated Sufficiently or Well Prepared

MIDWESTERN STATE UNIVERSITY (N=41)

Classroom Environment	EPP	State
To effectively implement discipline management procedures	80%	83%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	78%	85%
To provide support to achieve a positive, equitable, and engaging learning environment	98%	89

Percentage of First Year Teachers Appraised as Suffici