



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

UNIVERSITY OF HOUSTON-DOWNTOWN

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

2017-18 Percentage of Teachers Rated Sufficiently or Well Prepared

UNIVERSITY OF HOUSTON-DOWNTOWN (N=98)

Classroom Environment	EPP	State
To effectively implement discipline management procedures	84%	83%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	86%	85%
To provide support to achieve a positive, equitable, and engaging learning environment	93%	89%
To build and maintain positive rapport with students	95%	92%
To build and maintain positive rapport and two-way communication with students' families	93%	90%
Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	93%	87%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	93%	87%
To use the results of formative assessment data to guide instruction	92%	87%
To engage and motivate students through learner-centered instruction	95%	88%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	93%	88%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	93%	89%
To set clear learning goals and align instruction with standards-based content	91%	90%
To provide quality and timely feedback to students	92%	90%
Students with Disabilities	EPP	State
To differentiate instruction to meet the academic needs of students with disabilities	84%	86%
To differentiate instruction to meet the behavioral needs of students with disabilities	81%	84%
To provide appropriate ways for students with disabilities to demonstrate their learning	88%	88%
To understand and adhere to the federal and state laws that govern special education services	93%	92%
To make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an IEP	90%	88%
To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives	90%	86%
To collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities	95%	92%
English Language Learners	EPP	State
To provide appropriate ways for LEP-ELL students to demonstrate their learning	95%	89%
To understand and adhere to federal and state laws that govern education services for LEP-ELL students	97%	92%
To comply with district and campus policies and procedures regarding LEP-ELL students	100%	93%
To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)	93%	89%
To model and teach the forms and functions of academic English in content areas	95%	89%
Technology Integration	EPP	State
To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning	99%	94%
To provide technology based classroom learning opportunities that allow students to interact with real-time and/or On line content	96%	92%
To teach students developmentally appropriate technology skills		

