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

ACT-HOUSTON AT DALLAS

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: 72

State Average: 73

EPP Type: Alternative

Region ESC: Richardson

Graduates Rated (N): 124

2017-18 Percentage of First Year Teachers Designated as Sufficiently or Well Prepared

	ACT-HOUSTON AT DALLAS	Alternative	All TX EPPS
Classroom Environment	73%	80%	81%
Instruction	75%	77%	80%
Students with Disabilities	71%	79%	80%
English Language Learners	78%	85%	85%
Technology Integration	85%	86%	90%
Use Technology with Data	85%	85%	89%

2017-18 Number of Teachers Rated by Area

Area	Number	Area	Number	Area	Number
Core Subjects	45	Science	8	Generalist	2
English Language Arts and Reading	11	Mathematics	6	Special Education	2
Social Studies	11	Theatre	5	Trade and Industrial Education	2
Physical Education	10	Languages Other Than English	3	Art	1
Bilingual Education Supplement	8	Music	3	Other	7

2017-18 Percentage of Teachers Rated Sufficiently or Well Prepared

ACT-HOUSTON AT DALLAS (N=124)

Classroom Environment	EPP	State
To effectively implement discipline management procedures	73%	83%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	76%	85%
To provide support to achieve a positive, equitable, and engaging learning environment	85%	89%
To build and maintain positive rapport with students	88%	92%
To build and maintain positive rapport and two-way communication with students' families	84%	90%

Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	84%	87%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	81%	87%
To use the results of formative assessment data to guide instruction	85%	87%
To engage and motivate students through learner-centered instruction	83%	88%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	85%	88%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	85%	89%
To set clear learning goals and align instruction with standards-based content	87%	90%
To provide quality and timely feedback to students	85%	90%

Students with Disabilities	EPP	State
To differentiate instruction to meet the academic needs of students with disabilities	73%	86%
To differentiate instruction to meet the behavioral needs of students with disabilities	74%	84%
To provide appropriate ways for students with disabilities to demonstrate their learning	81%	88%
To understand and adhere to the federal and state laws that govern special education services	84%	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	81%	88%
To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives	75%	86%
To collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities	86%	92%

English Language Learners	EPP	State
To provide appropriate ways for LEP-ELL students to demonstrate their learning	83%	89%
To understand and adhere to federal and state laws that govern education services for LEP-ELL students	86%	92%
To comply with district and campus policies and procedures regarding LEP-ELL students	88%	93%
To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)	80%	89%
To model and teach the forms and functions of academic English in content areas	82%	89%

Technology Integration	EPP	State
To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning	90%	94%
To provide technology based classroom learning opportunities that allow students to interact with real-time and/or On line content	90%	92%
To teach students developmentally appropriate technology skills	89%	92%
To use technology to make learning more active and engaging for students	88%	93%

Using Technology with Data	EPP	State
To use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)	90%	93%
To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students	89%	91%
To use available technology to document student learning to determine when an intervention is necessary and appropriate	86%	90%
To use available technology to collect and manage formative assessment data to guide instruction	86%	91%

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

ACT-HOUSTON AT DALLAS

	N	2015-16	N	2016-17	N	2017-18
Indicator 2: Principal Appraisal of First-Year Teachers	144	67%	125	70%	124	72%
Classroom Environment	144	74%	125	77%	124	73%
Instruction	144	76%	125	72%	124	75%
Students with Disabilities	108	75%	118	75%	108	71%
English Language Learners	128	77%	104	80%	109	78%
Technology Integration	144	87%	125	89%	124	85%
Use Technology with Data	144	86%	125	86%	124	85%

Alternative - Institutions that offer teacher training that prepares individuals who already hold a baccalaureate degree. These providers include education service centers, school districts, private entities, community colleges, and universities.

Traditional - Institutions that offer teacher training that is part of an undergraduate degree program offered by colleges and universities.

Traditional/Alternative - Institutions that offer both Alternative and Traditional Teacher training.

Source: State Board for Educator Certification (https://secure.sbec.state.tx.us/SBECOnline/approvedprograms.asp?s=3)