TEA
Texas Education Agency

WEB-CENTRIC ALTERNATIVE CERT PROGRAM

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: 70

State Average: 73

EPP Type: Alternative

Region ESC: Houston

Graduates Rated (N): 243

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

	WEB-CENTRIC ALTERNATIVE CERT PROGRAM	Alternative	All TX EPPS
Classroom Environment	80%	80%	81%
Instruction	78%	77%	80%
Students with Disabilities	78%	79%	80%
English Language Learners	81%	85%	85%
Technology Integration	90%	86%	90%
Use Technology with Data	86%	85%	89%

2017-18 Number of Teachers Rated by Area

Area	Number	Area	Number	Area	Number
Core Subjects	114	Bilingual Education Supplement	8	Life Science	6
English Language Arts and Reading	21	Mathematics	8	Art	5
Social Studies	18	Physical Education	8	Health	4
Science	14	Generalist	7	English as a Second Language Supplemental	3
Special Education	12	Languages Other Than English	7	Other	8

2017-18 Percentage of Teachers Rated Sufficiently or Well Prepared
WEB-CENTRIC ALTERNATIVE CERT PROGRAM (N=243)

Classroom Environment	EPP	State
To effectively implement discipline management procedures	83%	83%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	83%	85%
To provide support to achieve a positive, equitable, and engaging learning environment	86%	89%
To build and maintain positive rapport with students	91%	92%
To build and maintain positive rapport and two-way communication with students' families	90%	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	83%	87%
To use the results of formative assessment data to guide instruction	83%	87%
To engage and motivate students through learner-centered instruction	86%	88%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	87%	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	89%	90%
To provide quality and timely feedback to students	89%	90%

Students with Disabilities	EPP	State
To differentiate instruction to meet the academic needs of students with disabilities	83%	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	85%	88%
To understand and adhere to the federal and state laws that govern special education services	88%	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	86%	88%
To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives	83%	86%
To collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities	90%	92%

English Language Learners	EPP	State
To provide appropriate ways for LEP-ELL students to demonstrate their learning	84%	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	87%	93%
To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)	84%	89%
To model and teach the forms and functions of academic English in content areas	85%	89%

Technology Integration	EPP	State
To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning	93%	94%
To provide technology based classroom learning opportunities that allow students to interact with real-time and/or On line content	91%	92%
To teach students developmentally appropriate technology skills	91%	92%
To use technology to make learning more active and engaging for students	93%	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)	91%	93%
To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students	88%	91%
To use available technology to document student learning to determine when an intervention is necessary and appropriate	87%	90%
To use available technology to collect and manage formative assessment data to guide instruction	88%	91%

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	252	67%	227	70%	243	70%
Classroom Environment	252	75%	227	76%	243	80%
Instruction	252	73%	227	78%	243	78%
Students with Disabilities	193	77%	184	76%	201	78%
English Language Learners	207	82%	162	80%	185	81%
Technology Integration	252	87%	227	87%	243	90%
Use Technology with Data	252	85%	227	85%	243	86%

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)