



Accountability System for Educator Preparation (ASEP) Indicator 2: Principal Appraisal of First-Year Teachers

ACT-SAN ANTONIO

This report presents results from the principal survey of beginning teachers. In this survey, principals describe the preparation of new 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. Teachers on both standard and probationary certificates are included.

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>

Indicator 2 Outcomes

EPP Score: 67	Standard: 70*	State Average: 73
Met Standard 2: No	Region ESC: San Antonio	EPP Type: Alternative
# Certifications: 172	# Graduates Rated (N): 135	

* Reporting purposes only for 2016-17 **Small Group Exception

2016-17 Percentage of First Year Teachers Designated as Sufficiently or Well Prepared

	ACT-SAN ANTONIO	Alternative	All TX EPPS
Classroom Environment	79%	76%	80%
Instruction	76%	76%	79%
Students with Disabilities	76%	73%	79%
English Language Learners	84%	81%	84%
Technology Integration	85%	87%	89%
Use Technology with Data	81%	86%	87%

2016-17 Number of Teachers Rated by Area

Area	Number	Area	Number	Area	Number
English Language Arts	9	General Elementary	15	Languages other than English	4
Mathematics	11	Special Education	28	Career and Technical Education	13
Science	12	Health/Physical Ed.	3	Technology/Applications/ Computer Science	1
Social Studies	7	Professional		Bilingual/English as a Second Language	16
Fine Arts	6	Other			

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

ACT-SAN ANTONIO (N=135)

Classroom Environment	EPP	State
To effectively implement discipline management procedures	81%	82%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	81%	84%
To provide support to achieve a positive, equitable, and engaging learning environment	87%	89%
To build and maintain positive rapport with students	88%	92%
To build and maintain positive rapport and two-way communication with students' families	88%	89%
Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	86%	86%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	86%	86%
To use the results of formative assessment data to guide instruction	84%	86%
To engage and motivate students through learner-centered instruction	86%	87%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	87%	87%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	90%	88%
To set clear learning goals and align instruction with standards-based content	87%	89%
To provide quality and timely feedback to students	91%	90%
Students with Disabilities	EPP	State
To differentiate instruction to meet the academic needs of students with disabilities	83%	84%
To differentiate instruction to meet the behavioral needs of students with disabilities	80%	82%
To provide appropriate ways for students with disabilities to demonstrate their learning	84%	87%
To understand and adhere to the federal and state laws that govern special education services	88%	91%
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	84%	88%
To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives	80%	86%
To collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities	88%	91%
English Language Learners	EPP	State
To provide appropriate ways for LEP-ELL students to demonstrate their learning	87%	88%
To understand and adhere to federal and state laws that govern education services for LEP-ELL students	91%	91%
To comply with district and campus policies and procedures regarding LEP-ELL students	92%	93%
To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)	86%	88%
To model and teach the forms and functions of academic English in content areas	86%	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	87%	92%
To teach students developmentally appropriate technology skills	86%	92%
To use technology to make learning more active and engaging for students	90%	92%
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)	87%	92%
To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students	84%	90%
To use available technology to document student learning to determine when an intervention is necessary and appropriate	82%	89%
To use available technology to collect and manage formative assessment data to guide instruction	84%	90%

Percentage of First Year Teachers Appraised as Sufficiently or Well Prepared from 2015 – 2017

ACT-SAN ANTONIO

Performance Standard: 70% (Reporting purposes only for 2016-17)

	N	2014-15	N	2015-16	N	2016-17
Indicator 2: Principal Appraisal of First-Year Teachers	123	71%	146	70%	135	67%
Classroom Environment	123	72%	146	77%	135	79%
Instruction	123	70%	146	77%	135	76%
Students with Disabilities	104	73%	106	77%	119	76%
English Language Learners	95	77%	125	84%	101	84%
Technology Integration	123	73%	146	89%	135	85%
Use Technology with Data	123	69%	146	91%	135	81%

Alternative - Teacher training offered by education service centers, school districts and other entities, as well as colleges and universities, for individuals who already hold a baccalaureate degree.

Traditional - Teacher training offered by colleges and universities as part of an undergraduate degree program.

Traditional/Alternative - Teacher training includes undergraduate preparation as well as alternative and/or post-baccalaureate preparation

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