



# Accountability System for Educator Preparation (ASEP)

## Indicator 2: Principal Appraisal of First-Year Teachers

### UNIVERSITY OF TEXAS - ARLINGTON

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**

<b>EPP Score: 75</b>	<b>Standard: 70*</b>	<b>State Average: 73</b>
Met Standard 2: Yes	Region ESC: Fort Worth	EPP Type: Traditional
# Certifications: 311	# Graduates Rated (N): 220	

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

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

	UNIVERSITY OF TEXAS - ARLINGTON	Traditional	All TX EPPS
<b>Classroom Environment</b>	81%	80%	80%
<b>Instruction</b>	80%	80%	79%
<b>Students with Disabilities</b>	75%	80%	79%
<b>English Language Learners</b>	85%	85%	84%
<b>Technology Integration</b>	93%	90%	89%
<b>Use Technology with Data</b>	92%	87%	87%

### 2016-17 Number of Teachers Rated by Area

Area	Number	Area	Number	Area	Number
English Language Arts	22	General Elementary	14	Languages other than English	1
Mathematics	28	Special Education		Career and Technical Education	
Science	14	Health/Physical Ed.	12	Technology/Applications/Computer Science	
Social Studies	19	Professional		Bilingual/English as a Second Language	95
Fine Arts	15	Other			

## 2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

### UNIVERSITY OF TEXAS - ARLINGTON (N=220)

<b>Classroom Environment</b>	<b>EPP</b>	<b>State</b>
To effectively implement discipline management procedures	83%	82%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	85%	84%
To provide support to achieve a positive, equitable, and engaging learning environment	90%	89%
To build and maintain positive rapport with students	90%	92%
To build and maintain positive rapport and two-way communication with students' families	89%	89%
<b>Instruction</b>	<b>EPP</b>	<b>State</b>
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	89%	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	88%	86%
To engage and motivate students through learner-centered instruction	89%	87%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	88%	87%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	89%	88%
To set clear learning goals and align instruction with standards-based content	90%	89%
To provide quality and timely feedback to students	88%	90%
<b>Students with Disabilities</b>	<b>EPP</b>	<b>State</b>
To differentiate instruction to meet the academic needs of students with disabilities	82%	84%
To differentiate instruction to meet the behavioral needs of students with disabilities	79%	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	90%	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	87%	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%	91%
<b>English Language Learners</b>	<b>EPP</b>	<b>State</b>
To provide appropriate ways for LEP-ELL students to demonstrate their learning	88%	88%
To understand and adhere to federal and state laws that govern education services for LEP-ELL students	93%	91%
To comply with district and campus policies and procedures regarding LEP-ELL students	93%	93%
To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)	88%	88%
To model and teach the forms and functions of academic English in content areas	91%	89%
<b>Technology Integration</b>	<b>EPP</b>	<b>State</b>
To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning	94%	94%
To provide technology based classroom learning opportunities that allow students to interact with real-time and/or On line content	93%	92%
To teach students developmentally appropriate technology skills	95%	92%
To use technology to make learning more active and engaging for students	94%	92%
<b>Using Technology with Data</b>	<b>EPP</b>	<b>State</b>
To use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)	95%	92%
To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students	93%	90%
To use available technology to document student learning to determine when an intervention is necessary and appropriate	91%	89%
To use available technology to collect and manage formative assessment data to guide instruction	93%	90%

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

### UNIVERSITY OF TEXAS - ARLINGTON

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

	<b>N</b>	<b>2014-15</b>	<b>N</b>	<b>2015-16</b>	<b>N</b>	<b>2016-17</b>
<b>Indicator 2: Principal Appraisal of First-Year Teachers</b>	239	74%	231	72%	220	75%
<b>Classroom Environment</b>	239	75%	231	77%	220	81%
<b>Instruction</b>	239	73%	231	80%	220	80%
<b>Students with Disabilities</b>	186	72%	202	81%	193	75%
<b>English Language Learners</b>	215	79%	207	88%	200	85%
<b>Technology Integration</b>	239	76%	231	90%	220	93%
<b>Use Technology with Data</b>	239	75%	231	89%	220	92%

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>)