



# Accountability System for Educator Preparation (ASEP)

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

### ACT-HOUSTON

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: 63**

**Standard: 70\***

**State Average: 73**

Met Standard 2: No

Region ESC: Houston

EPP Type: Alternative

# Certifications: 178

# Graduates Rated (N): 150

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

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

	ACT-HOUSTON	Alternative	All TX EPPS
Classroom Environment	67%	76%	80%
Instruction	69%	76%	79%
Students with Disabilities	70%	73%	79%
English Language Learners	77%	81%	84%
Technology Integration	81%	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	10	General Elementary	35	Languages other than English	
Mathematics	10	Special Education	10	Career and Technical Education	7
Science	11	Health/Physical Ed.	1	Technology/Applications/ Computer Science	
Social Studies	9	Professional		Bilingual/English as a Second Language	26
Fine Arts	8	Other			

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

### ACT-HOUSTON (N=150)

<b>Classroom Environment</b>	<b>EPP</b>	<b>State</b>
To effectively implement discipline management procedures	69%	82%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	75%	84%
To provide support to achieve a positive, equitable, and engaging learning environment	82%	89%
To build and maintain positive rapport with students	84%	92%
To build and maintain positive rapport and two-way communication with students' families	81%	89%
<b>Instruction</b>	<b>EPP</b>	<b>State</b>
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	73%	86%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	77%	86%
To use the results of formative assessment data to guide instruction	76%	86%
To engage and motivate students through learner-centered instruction	79%	87%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	76%	87%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	77%	88%
To set clear learning goals and align instruction with standards-based content	79%	89%
To provide quality and timely feedback to students	83%	90%
<b>Students with Disabilities</b>	<b>EPP</b>	<b>State</b>
To differentiate instruction to meet the academic needs of students with disabilities	75%	84%
To differentiate instruction to meet the behavioral needs of students with disabilities	72%	82%
To provide appropriate ways for students with disabilities to demonstrate their learning	79%	87%
To understand and adhere to the federal and state laws that govern special education services	85%	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	82%	88%
To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives	78%	86%
To collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities	85%	91%
<b>English Language Learners</b>	<b>EPP</b>	<b>State</b>
To provide appropriate ways for LEP-ELL students to demonstrate their learning	78%	88%
To understand and adhere to federal and state laws that govern education services for LEP-ELL students	84%	91%
To comply with district and campus policies and procedures regarding LEP-ELL students	86%	93%
To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)	81%	88%
To model and teach the forms and functions of academic English in content areas	81%	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	87%	94%
To provide technology based classroom learning opportunities that allow students to interact with real-time and/or On line content	85%	92%
To teach students developmentally appropriate technology skills	85%	92%
To use technology to make learning more active and engaging for students	84%	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)	85%	92%
To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students	83%	90%
To use available technology to document student learning to determine when an intervention is necessary and appropriate	81%	89%
To use available technology to collect and manage formative assessment data to guide instruction	82%	90%

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

### ACT-HOUSTON

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>	182	73%	196	71%	150	63%
<b>Classroom Environment</b>	182	75%	196	78%	150	67%
<b>Instruction</b>	182	73%	196	78%	150	69%
<b>Students with Disabilities</b>	183	64%	158	77%	119	70%
<b>English Language Learners</b>	177	60%	156	80%	111	77%
<b>Technology Integration</b>	182	72%	196	89%	150	81%
<b>Use Technology with Data</b>	182	72%	196	89%	150	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>)