



Accountability System for Educator Preparation (ASEP)

Principal Appraisal of First-Year Teachers

UNIVERSITY OF HOUSTON

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: 79	EPP Type: Traditional	# Graduates Rated (N): 189
State Average: 73	Region ESC: Houston	

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

	UNIVERSITY OF HOUSTON	Traditional	All TX EPPS
Classroom Environment	87%	80%	81%
Instruction	86%	81%	80%
Students with Disabilities	83%	77%	80%
English Language Learners	89%	84%	85%
Technology Integration	94%	91%	90%
Use Technology with Data	94%	88%	89%

2017-18 Number of Teachers Rated by Area

Area	Number	Area	Number	Area	Number
Core Subjects	81	Bilingual Education Supplement	12	Special Education	3
Mathematics	22	Art	7	Bilingual Generalist-Spanish	1
Music	18	History	6	Dance	1
Science	14	Social Studies	6	Life Sciences	1
English Language Arts and Reading	13	Languages Other Than English	3	Other	1

2017-18 Percentage of Teachers Rated Sufficiently or Well Prepared

UNIVERSITY OF HOUSTON (N=189)

Classroom Environment	EPP	State
To effectively implement discipline management procedures	88%	83%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	90%	85%
To provide support to achieve a positive, equitable, and engaging learning environment	95%	89%
To build and maintain positive rapport with students	97%	92%
To build and maintain positive rapport and two-way communication with students' families	97%	90%
Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	88%	87%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	90%	87%
To use the results of formative assessment data to guide instruction	92%	87%
To engage and motivate students through learner-centered instruction	93%	88%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	92%	88%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	94%	89%
To set clear learning goals and align instruction with standards-based content	93%	90%
To provide quality and timely feedback to students	92%	90%
Students with Disabilities	EPP	State
To differentiate instruction to meet the academic needs of students with disabilities	89%	86%
To differentiate instruction to meet the behavioral needs of students with disabilities	87%	84%
To provide appropriate ways for students with disabilities to demonstrate their learning	91%	88%
To understand and adhere to the federal and state laws that govern special education services	94%	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	89%	88%
To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives	86%	86%
To collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities	96%	92%
English Language Learners	EPP	State
To provide appropriate ways for LEP-ELL students to demonstrate their learning	92%	89%
To understand and adhere to federal and state laws that govern education services for LEP-ELL students	95%	92%
To comply with district and campus policies and procedures regarding LEP-ELL students	97%	93%
To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)	93%	89%
To model and teach the forms and functions of academic English in content areas	92%	89%
Technology Integration	EPP	State
To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning	95%	94%
To provide technology based classroom learning opportunities that allow students to interact with real-time and/or On line content	95%	92%
To teach students developmentally appropriate technology skills	95%	92%
To use technology to make learning more active and engaging for students	95%	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)	98%	93%
To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students	95%	91%
To use available technology to document student learning to determine when an intervention is necessary and appropriate	95%	90%
To use available technology to collect and manage formative assessment data to guide instruction	94%	91%

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

UNIVERSITY OF HOUSTON

	N	2015-16	N	2016-17	N	2017-18
Indicator 2: Principal Appraisal of First-Year Teachers	187	80%	246	82%	189	79%
Classroom Environment	187	87%	246	84%	189	87%
Instruction	187	86%	246	87%	189	86%
Students with Disabilities	156	85%	169	85%	140	83%
English Language Learners	135	87%	185	91%	153	89%
Technology Integration	187	90%	246	94%	189	94%
Use Technology with Data	187	90%	246	94%	189	94%

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>)