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

UNIVERSITY OF TEXAS - ARLINGTON

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: 75

State Average: 73

EPP Type: Alternative/Traditional

Region ESC: Fort Worth

Graduates Rated (N): 165

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

	UNIVERSITY OF TEXAS - ARLINGTON	All EPPs with Traditional and Alternative Programs	All TX EPPS
Classroom Environment	82%	80%	81%
Instruction	81%	80%	80%
Students with Disabilities	79%	82%	80%
English Language Learners	86%	89%	85%
Technology Integration	89%	87%	90%
Use Technology with Data	90%	86%	89%

2017-18 Number of Teachers Rated by Area

Area	Number	Area	Number	Area	Number
Core Subjects	59	Mathematics/Science	8	Generalist	3
Bilingual Education Supplement	24	Art	7	History	3
Mathematics	15	Music	7	Bilingual Generalist-Spanish	1
English Language Arts and Reading	14	Physical Education	5	Life Science	1
Social Studies	10	Science	5	Other	3

2017-18 Percentage of Teachers Rated Sufficiently or Well Prepared

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Classroom Environment	EPP	State
To effectively implement discipline management procedures	85%	83%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	85%	85%
To provide support to achieve a positive, equitable, and engaging learning environment	90%	89%
To build and maintain positive rapport with students	93%	92%
To build and maintain positive rapport and two-way communication with students' families	88%	90%

Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	89%	87%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	87%	87%
To use the results of formative assessment data to guide instruction	87%	87%
To engage and motivate students through learner-centered instruction	88%	88%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	89%	88%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	89%	89%
To set clear learning goals and align instruction with standards-based content	91%	90%
To provide quality and timely feedback to students	93%	90%

Students with Disabilities	EPP	State
To differentiate instruction to meet the academic needs of students with disabilities	85%	86%
To differentiate instruction to meet the behavioral needs of students with disabilities	82%	84%
To provide appropriate ways for students with disabilities to demonstrate their learning	86%	88%
To understand and adhere to the federal and state laws that govern special education services	96%	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	92%	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	93%	92%

English Language Learners	EPP	State
To provide appropriate ways for LEP-ELL students to demonstrate their learning	88%	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	95%	93%
To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)	90%	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	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	92%	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)	95%	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	92%	90%
To use available technology to collect and manage formative assessment data to guide instruction	92%	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	231	72%	220	75%	165	75%
Classroom Environment	231	77%	220	81%	165	82%
Instruction	231	80%	220	80%	165	81%
Students with Disabilities	202	81%	193	75%	136	79%
English Language Learners	207	88%	200	85%	149	86%
Technology Integration	231	90%	220	93%	165	89%
Use Technology with Data	231	89%	220	92%	165	90%

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)