

Accountability System for Educator preparation (ASEP)

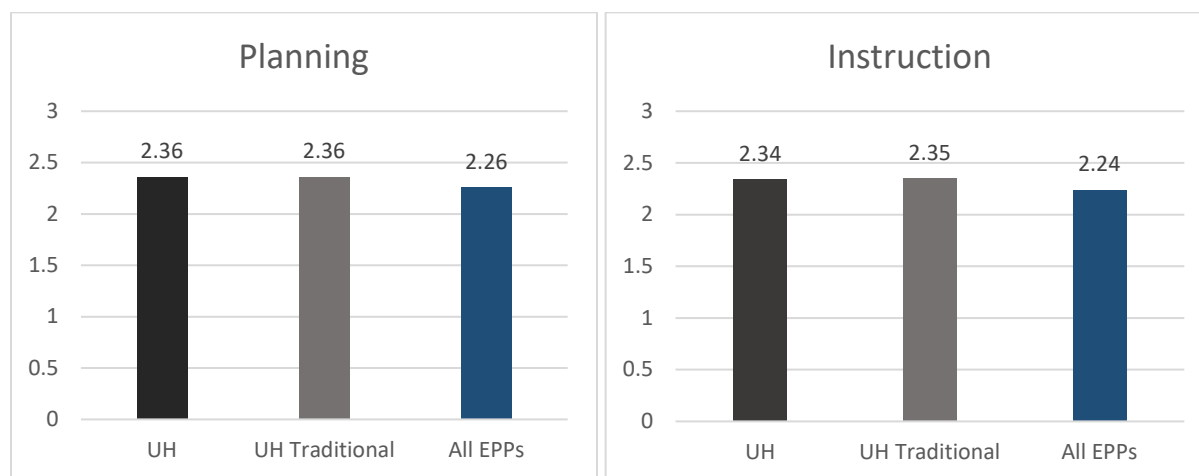
Principal Appraisal of First-Year Teachers

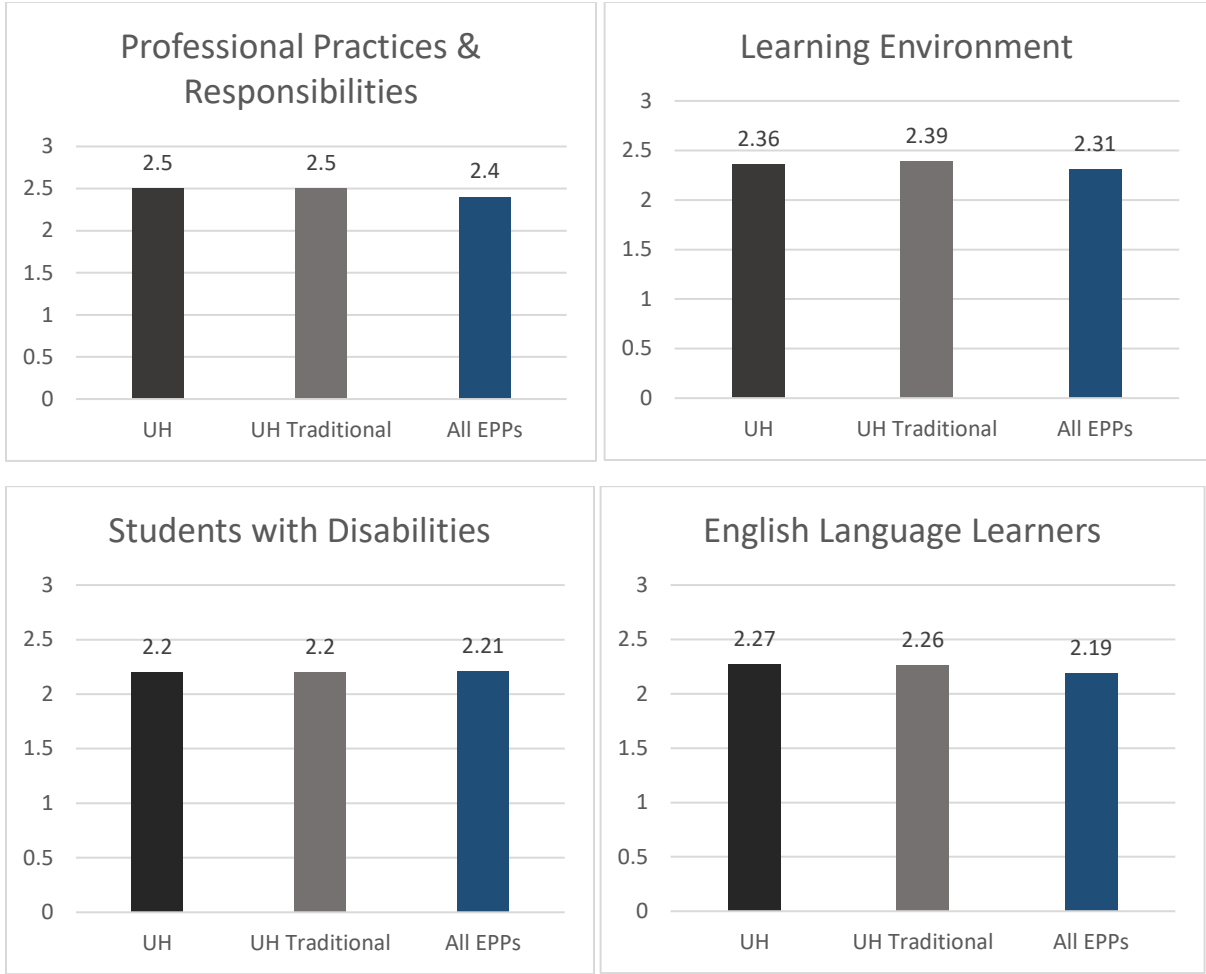
This report represents results from the principal survey of first-year teachers. In this survey, principals describe the preparation of teachers in six categories of practices. Principals complete surveys for first-year teachers who graduated at any time during the 5 years prior to the reporting period 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 percentage 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 compute, the percentages in the six categories cannot be expected to average to the overall proficiency standard. For details about the survey, visit:

<https://tea4avcastro.tea.state.tx.us/ELQ/educatorprepdashboard/v11/indicator2.html>

2018-19 Percentage of First-Year Teachers Appraised as Sufficiently or Well Prepared





2018-19 Number of Teachers Appraised by Certification Area

Core Subjects	101	Art	7	Physics/Math	1
Mathematics	25	History	3	Theater	1
Music	25	Social Studies	3	Bilingual	1
Science	17	Spanish	3	Other	3
English Language Arts and Reading	9	Life Science	1		

2018-19 Percentages of Teachers Appraised Sufficiently or Well Prepared

UNIVERSITY OF HOUSTON (N = 200)

EPP	State	<i>PLANNING</i> This block asks questions about this teacher's preparedness to plan instruction for students.
96%	92%	1. Design lessons that align with state content standards?
93%	89%	2. Design lessons that are appropriate for diverse learning needs?
94%	90%	3. Design lessons that reflect research-based best practices?
96%	92%	4. Design lessons that are relevant to students?
93%	91%	5. Design lessons that integrate technology when appropriate to the lesson (to the extent technology is available at the school)?
95%	89%	6. Plan appropriate methods (formal and/or informal) to measure student progress?
89%	87%	7. Use a variety of student data to plan instruction?
90%	90%	8. Provide appropriate feedback to students, families, or other school personnel?
91%	88%	9. Plan lessons that encourage students to persist when learning is difficult?
89%	86%	10. Plan engaging questions that encourage complex or higher-order thinking?
90%	88%	11. Plan lessons that use student instructional groups to meet the needs of all students?
96%	92%	12. Make sure all instructional resources, materials, and technology are aligned to instructional purposes?

INSTRUCTION This block asks questions about this teacher's preparedness to implement instruction in the classroom.

96%	91%	13. Use content-specific pedagogy to deliver lessons aligned with state standards?
93%	89%	14. Explain content accurately to students in multiple ways?
91%	89%	15. Demonstrate connections between the learning objectives and other disciplines?
92%	88%	16. Provide opportunities for students to use different types of thinking, such as: analytical, practical, creative, or research-based?
94%	92%	17. Use technology when appropriate to the lesson (to the extent technology was available at the school)?
87%	85%	18. Differentiate instruction?
93%	88%	19. Consistently monitor the quality of student participation and performance?
93%	91%	20. Work with a diverse student population?
93%	91%	21. Work with a diverse parent and school community population?
89%	88%	22. Collect student progress data during instruction?
89%	86%	23. Adjust the lesson in progress based on data gathered during instruction? [data: evidence generated during instruction such as formal/informal, observational, formative, etc.]
90%	86%	24. Maintain student engagement by adjusting instruction and activities based on student responses and behavior?
94%	91%	25. Give appropriate time for the lesson from introduction to closure?

LEARNING ENVIRONMENT *This block asks questions about this teacher's preparedness to establish a positive classroom environment that encourages learning.*

EPP	State	
95%	93%	26. Organize a safe classroom?
96%	93%	27. Organize a classroom learning environment that is accessible for all students?
89%	87%	28. Organize a classroom in which procedures and routines are clear and efficient?
89%	86%	29. Establish clear expectations for student behavior in the classroom?
89%	84%	30. Maintain clear expectations for student behavior in the classroom?
91%	86%	31. Implement campus behavior systems consistently and effectively?
91%	86%	32. Provide support to students to meet expected behavior standards?

PROFESSIONAL PRACTICES & RESPONSIBILITIES *This block asks questions about this teacher's preparedness to meet the professional responsibilities associated with the role as an educator.*

97%	95%	33. Find and follow district expectations for professional standards?
99%	96%	34. Understand and adhere to the Code of Ethics and Standard Practices for Texas Educators?
97%	93%	35. Advocate for the needs of the students in the classroom?
96%	92%	36. Reflect on his/her strengths and professional learning needs?
95%	92%	37. Use data from self-assessment, reflection, and supervisor feedback to set professional goals?
94%	91%	38. Prioritize goals to improve professional practice and student performance?

STUDENTS WITH DISABILITIES *This block asks questions about this teacher's preparedness to address the needs of students with disabilities.*

74%	85%	39. Does this teacher have students with disabilities as determined by the Texas Education Code §29.003 in his/her classroom? (No = 0, Yes = 1)
85%	86%	40. Differentiate instruction to meet the academic needs of students with disabilities?
84%	85%	41. Differentiate instruction to meet the behavioral needs of students with disabilities?
89%	87%	42. Develop and/or implement appropriate formal and informal assessments for students with disabilities to demonstrate their learning?
89%	89%	43. Make appropriate instructional decisions based on a student's Individualized Education Program (IEP)?
94%	92%	44. Collaborate with other relevant staff to meet the academic, developmental, and behavioral needs of students with disabilities?
92%	92%	45. Understand and adhere to the federal and state laws that govern special education services?

ENGLISH LANGUAGE LEARNERS *This block asks questions about this teacher's preparedness to address the needs of students who have limited English language proficiency as determined by the TAC §89.1203.*

EPP	State	
78%	78%	46. Does this teacher have English language learners (ELLs) as determined by the Texas Administrative Code Section 89.1203 in his/her classroom? (No = 0, Yes = 1)
92%	88%	47. Design lessons that adequately support ELLs to master the Texas Essential Knowledge and Skills (TEKS)?
92%	88%	48. Develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning?
89%	87%	49. Support ELLs in mastering the English Language Proficiency Standards (ELPS)?
92%	92%	50. Understand and adhere to federal and state laws that govern education services for ELLs?

OVERALL EVALUATION *This block asks questions about your overall perspective on the preparedness of this individual to be an effective first-year teacher.*

95%	90%	51. What is your overall evaluation of how well the educator preparation program prepared this teacher for the realities of the classroom as they exist on your campus? Select the one statement that most closely matches your current overall perspective on the program. (3) Well prepared by the program for the first year of teaching. (2) Sufficiently prepared by the program for the first year of teaching. (1) Not sufficiently prepared by the program for the first year of teaching. (0) Not at all prepared by the program for the first year of teaching.
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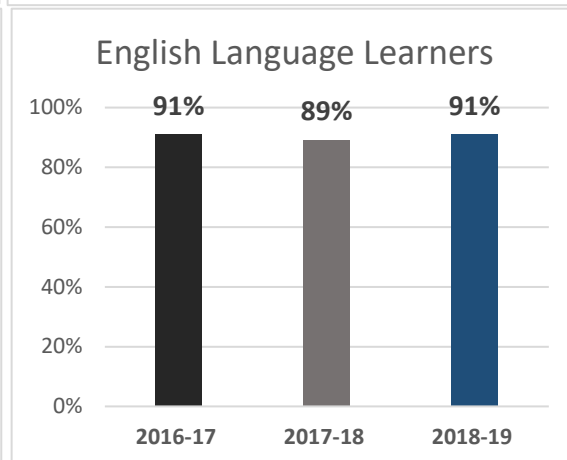
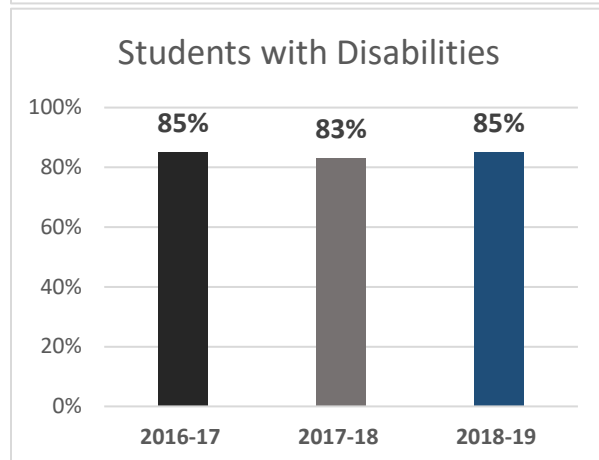
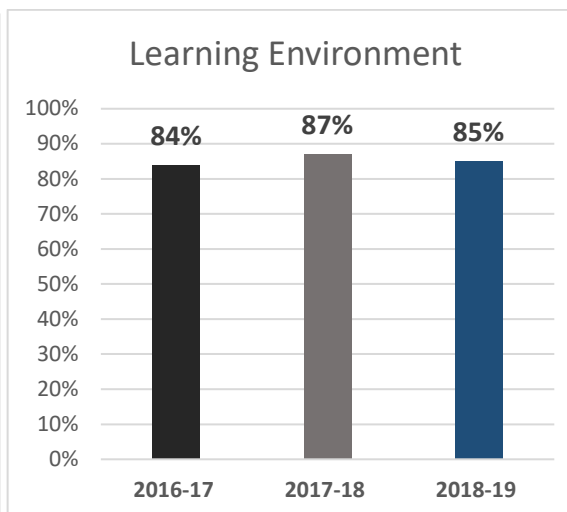
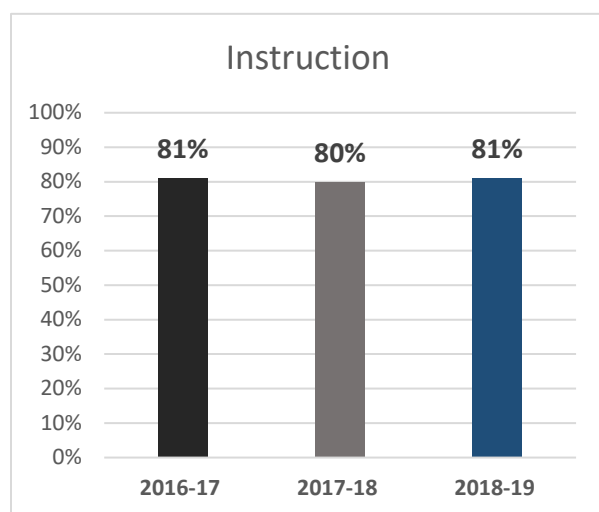
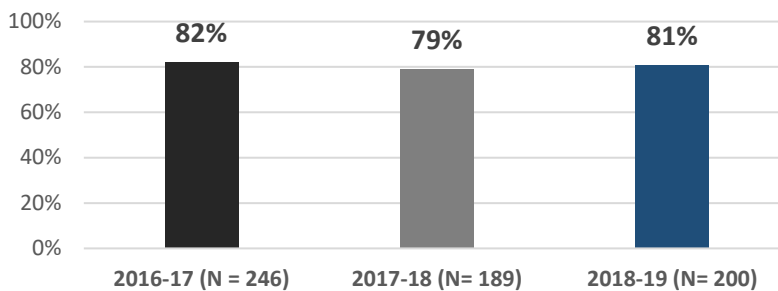
TEACHER EFFECTIVENESS AND STUDENT ACHIEVEMENT

			52. How would you rate this teacher's influence on student achievement? Select your answer from the following 10-point scale.
4%	5%	10	The teacher is exceptional, in the top 2% of new teachers I've supervised.
17%	13%	9	The teacher is excellent, in the top 5% of new teachers I've supervised.
31%	30%	8	The teacher is very good.
26%	24%	7	The teacher is good.
13%	15%	6	The teacher is average.
7%	8%	5	The teacher is below average but will likely improve in time.
1%	3%	4	The teacher is below average & will need significant professional development to improve.
0%	1%	3	The teacher is well below average.
1	1%	2	The teacher is poor.
0%	0%	1	The teacher is unacceptable

Percentage of First Year Teachers Appraised as Sufficiently or Well Prepared from 2017-2019

UNIVERSITY OF HOUSTON

Overall Appraisal of First-Year Teachers



Source: <https://tea4avcastro.tea.state.tx.us/ELQ/educatorprepdashboard/v11/indicator2.html>