Accountability System for Educator Preparation (ASEP)
Indicator 2: Principal Appraisal of First-Year Teachers

TEXAS A&M UNIVERSITY - SAN ANTONIO

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: 73	**Standard: 70***	**State Average: 73**
Met Standard 2: Yes	Region ESC: San Antonio	EPP Type: Traditional/ Alternative
# Certifications: 144	# Graduates Rated (N): 118	

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

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

	TEXAS A&M UNIVERSITY - SAN ANTONIO	All EPPs with Traditional and Alternative Programs	All TX EPPS
Classroom Environment	79%	83%	80%
Instruction	76%	84%	79%
Students with Disabilities	76%	84%	79%
English Language Learners	87%	88%	84%
Technology Integration	89%	91%	89%
Use Technology with Data	86%	90%	87%

2016-17 Number of Teachers Rated by Area

Area	Number	Area	Number	Area	Number
English Language Arts	3	General Elementary	61	Languages other than English	
Mathematics	3	Special Education	21	Career and Technical Education	
Science	2	Health/Physical Ed.	8	Technology/Applications/ Computer Science	
Social Studies	5	Professional		Bilingual/English as a Second Language	16
Fine Arts		Other			

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

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Classroom Environment	EPP	State
To effectively implement discipline management procedures	86%	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	92%	92%
To build and maintain positive rapport and two-way communication with students' families	89%	89%

Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	85%	86%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	85%	86%
To use the results of formative assessment data to guide instruction	83%	86%
To engage and motivate students through learner-centered instruction	86%	87%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	85%	87%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	86%	88%
To set clear learning goals and align instruction with standards-based content	89%	89%
To provide quality and timely feedback to students	90%	90%

Students with Disabilities	EPP	State
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	82%	82%
To provide appropriate ways for students with disabilities to demonstrate their learning	82%	87%
To understand and adhere to the federal and state laws that govern special education services	88%	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	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	89%	91%

English Language Learners	EPP	State
To provide appropriate ways for LEP-ELL students to demonstrate their learning	90%	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	92%	93%
To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)	87%	88%
To model and teach the forms and functions of academic English in content areas	90%	89%

Technology Integration	EPP	State
To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning	96%	94%
To provide technology based classroom learning opportunities that allow students to interact with real-time and/or On line content	94%	92%
To teach students developmentally appropriate technology skills	92%	92%
To use technology to make learning more active and engaging for students	92%	92%

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)	93%	92%
To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students	89%	90%
To use available technology to document student learning to determine when an intervention is necessary and appropriate	90%	89%
To use available technology to collect and manage formative assessment data to guide instruction	91%	90%

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

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

	N	2014-15	N	2015-16	N	2016-17
Indicator 2: Principal Appraisal of First-Year Teachers	91	76%	101	68%	118	73%
Classroom Environment	91	80%	101	77%	118	79%
Instruction	91	76%	101	75%	118	76%
Students with Disabilities	97	68%	53	72%	83	76%
English Language Learners	70	66%	74	79%	61	87%
Technology Integration	91	77%	101	89%	118	89%
Use Technology with Data	91	74%	101	92%	118	86%

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)