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

UNIVERSITY OF TEXAS - SAN ANTONIO

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: 77

State Average: 73

EPP Type: Traditional

Region ESC: San Antonio

Graduates Rated (N): 216

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

	UNIVERSITY OF TEXAS - SAN ANTONIO	Traditional	All TX EPPS
Classroom Environment	81%	80%	81%
Instruction	80%	81%	80%
Students with Disabilities	81%	77%	80%
English Language Learners	86%	84%	85%
Technology Integration	90%	91%	90%
Use Technology with Data	89%	88%	89%

2017-18 Number of Teachers Rated by Area

Area	Number	Area	Number	Area	Number
Core Subjects	96	Mathematics	9	Social Studies	4
English Language Arts and Reading	25	Mathematics/Science	9	Art	3
Bilingual Education Supplement	19	Music	7	Deaf and Hard of Hearing	3
Special Education	11	Physical Education	7	Languages Other Than English	3
Generalist	9	History	5	Other	6

2017-18 Percentage of Teachers Rated Sufficiently or Well Prepared

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Classroom Environment	EPP	State
To effectively implement discipline management procedures	81%	83%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	83%	85%
To provide support to achieve a positive, equitable, and engaging learning environment	92%	89%
To build and maintain positive rapport with students	95%	92%
To build and maintain positive rapport and two-way communication with students' families	93%	90%

Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	86%	87%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	88%	87%
To use the results of formative assessment data to guide instruction	88%	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	87%	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	89%	90%
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	87%	86%
To differentiate instruction to meet the behavioral needs of students with disabilities	85%	84%
To provide appropriate ways for students with disabilities to demonstrate their learning	89%	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	92%	88%
To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives	89%	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	92%	92%
To comply with district and campus policies and procedures regarding LEP-ELL students	94%	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	87%	89%

Technology Integration	EPP	State
To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning	97%	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	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)	94%	93%
To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students	92%	91%
To use available technology to document student learning to determine when an intervention is necessary and appropriate	90%	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	186	78%	234	77%	216	77%
Classroom Environment	186	83%	234	85%	216	81%
Instruction	186	83%	234	83%	216	80%
Students with Disabilities	129	80%	193	81%	149	81%
English Language Learners	141	85%	166	87%	143	86%
Technology Integration	186	92%	234	91%	216	90%
Use Technology with Data	186	92%	234	89%	216	89%

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)