



Accountability System for Educator Preparation (ASEP)

Principal Appraisal of First-Year Teachers

UNIVERSITY OF PHOENIX

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>

EPP Score: 100	EPP Type: Alternative	# Graduates Rated (N): 1
State Average: 73	Region ESC: Richardson	

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

	UNIVERSITY OF PHOENIX	Alternative	All TX EPPS
Classroom Environment	100%	80%	81%
Instruction	100%	77%	80%
Students with Disabilities	100%	79%	80%
English Language Learners	100%	85%	85%
Technology Integration	100%	86%	90%
Use Technology with Data	100%	85%	89%

2017-18 Number of Teachers Rated by Area

Area	Number	Area	Number	Area	Number
Generalist	1				

2017-18 Percentage of Teachers Rated Sufficiently or Well Prepared

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Classroom Environment	EPP	State
To effectively implement discipline management procedures	100%	83%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	100%	85%
To provide support to achieve a positive, equitable, and engaging learning environment	100%	89%
To build and maintain positive rapport with students	100%	92%
To build and maintain positive rapport and two-way communication with students' families	100%	90%
Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	100%	87%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	100%	87%
To use the results of formative assessment data to guide instruction	100%	87%
To engage and motivate students through learner-centered instruction	100%	88%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	100%	88%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	100%	89%
To set clear learning goals and align instruction with standards-based content	100%	90%
To provide quality and timely feedback to students	100%	90%

Students with Disabilities

